

**SUCCESSION OF PRINCIPALS AND ITS INFLUENCE ON SECONDARY
SCHOOLS PERFORMANCE IN TRANS NZOIA COUNTY, KENYA**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for the award of the
Degree of Doctor of Philosophy in Education Management and Policy Studies of
Masinde Muliro University of Science and Technology**

November, 2017

DECLARATION

This thesis is my own original work and has not been presented in any other University for any award.

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SUPERVISORS' CERTIFICATION

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DEDICATION

This thesis is dedicated to the Almighty God for enabling me to go through the long academic journey by his grace. I thank Him for the potential deposited in me to serve humanity through this success in the academic arena.

ABSTRACT

Influenceive institutional management is critical for the realization of quality education which is necessary for the attainment of national socio-economic development. In Kenya there are secondary schools that have consistently performed well due to good management. It is however noted that during administrative succession, there are likely to be disruptions that may adversely affect the stability in these schools. Successful administrative succession enhances continuity in the service delivery in the affected schools. The purpose of this study was to investigate the influence of succession of principals on performance of secondary schools in Trans-Nzoia County in Kenya. The objectives of the study were to; establish the factors that influence the succession of principals in secondary schools in Trans-Nzoia County, assess the influence of the succession of principals on the staff morale, and establish the influence of the succession of principals on schools' performance in co-curricular activities, determine the influence of the succession of principals on the schools' academic performance and establish the influence of succession of principals on students' discipline. The study adopted a descriptive survey research design. The target population for the study was 132 principals, 867 teachers, 334 non-teaching staff, 132 members of the Boards of Management, 7 representatives from sponsor churches and three quality assurance officers from the county. Purposive sampling was used to select the 44 principals, 44 members of the Boards of Management; saturated sampling was used to select 7 representatives of the sponsor churches and 3 quality assurance and standards officers. Simple random sampling was used to select 260 teachers and 100 members of the non-teaching staff. A total of four hundred and fifty eight (458) respondents formed the sample for the study. Primary data was collected from the respondents using a questionnaire and interviews while secondary data was obtained from document analysis. The reliability of the research instruments was determined through the Pearson's product moment method using the data obtained during the pilot study. Data were analyzed using both descriptive and inferential statistics. The descriptive statistics used were percentages and frequencies while t-test and linear regression analysis were used as inferential statistics for testing the hypothesis. The findings of the study were that succession of principals in Trans Nzoia County was necessitated by poor students' academic performance, students' indiscipline and normal TSC transfers. Study findings further indicated that succession of principals both internal and external led to improved students' academic performance, internal succession had significant influence on students' discipline while external succession had no significant influence on students' discipline; the study also indicated that both internal and external succession had significant influence on performance in co-curricular activities. The study concludes that proper succession management strategies should be put in place to enable enhancement of these positive outcomes. Succession management policies should be properly put in place and supported to avoid any incidences of resistance to succession. It is hoped that the findings of the study may help education policy makers to influenceively plan for succession.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
CEB	County Education Board
DOS	Director of Studies
HOD	Head of Department
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Educational Management Institute
KNEC	Kenya National Examinations Council
QASO	Quality Assurance and Standards Officer
SCEB	Sub County Educational Board
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Influenceive institutional management is globally, regionally and locally critical for the realization of quality education. In Canada and USA, there are concerns about the capability of educational institutions to continue influenceively to sustain the delivery of their services during succession (Gowans, 2000). It is within this context that school managers need to put in place succession planning so as to enhance the quality of leadership that will sustain quality standards of education and enhance staff morale in the schools. School principals hold a strategic position in any school. The principal functions as the professional leader of the teachers, students and parents of the school. This position puts demands on the principal to act in ways that will ensure attainment of the set institutional objectives. Given the limitations of educational careers and even human life, inevitably the person holding the position will pass over the position to someone else (Miller, 2013).

Managing succession is necessary for achieving institutional strategic viability. It unlocks the potential for institutional direction, retention of high value talent, institutional knowledge and builds a formidable culture that outpaces competition. For any institution, good performance depends on the influenceiveness of its succession management efforts. Succession management secures future leadership capability which is critical for driving institutional performance in the challenging world of work. During succession, there are likely shifts in school culture, teacher morale and efficacy, students' discipline and performance (Begley, 2003).

Leithwood (1999) and Greenfield (2004) acknowledge that during succession school leaders are challenged both personally and professionally. They argue that this is due to each leader's need to negotiate their role and to develop their understanding of new contexts. The new principals may experience conflict in attempts to bridge personal leadership styles with their profession while teachers attempt to adjust to the new principal's values and perceptions of leadership. These changes and adjustments have potential impact on performance of students and other stakeholders in the schools. According to Gordon and Rosen (1981), they established that chief executive succession in corporations have a strong influence on performance areas. The influence may however be positive or negative according to Gowans (2000) and Wills (2015). Either way this affects the staff morale of the particular schools.

To individual principals, leadership succession challenges them to think about whom they have succeeded, and what they have achieved and what they have not achieved, it is a challenge to decide what to continue and what to change, or recognizing legacies that have to be honoured and the work that is yet to be done. Succession also challenges individual leaders to consider how the improvements they have met or those they are yet to initiate will live on after their promotion, transfer, or retirement (Moore, Fink, Brayma; Hargreaves and White, 2003).

New principals to a school may experience a variety of school cultures that may be welcoming, indifferent or closed. The principals will always try to influence their teachers either by design or default. Teachers have the power to sabotage a new principal's effort to make deep changes to the school culture. Among the many ways that

teachers evaluate the influence of succession in their school, the most significant is how succession affects their capacity to maintain control over their work environment.

In South Africa, school principals play a key role in the quality of education in schools (Bush & Moorosi, 2011). Although there is increasing consensus that principals matter for school performance (Coeli & Green, 2012), it is also argued that it is unclear whether these leadership changes are likely to have beneficial or detrimental influences on school performance (Berteille, 2012). The studies further reveal that succession can be complex and varied. For instance in one school succession of principals led the school towards higher levels of academic performance which enhanced the school's staff morale (Steyn, 2013). A study done in Uganda on the influence of forms of transfer on administrative performance of head teachers revealed that promotional transfer has a significant influence on the administrative performance of head teachers (Muyingo, 2010).

Procedurally, in Kenya, succession may arise after promotion from a job on a lower level to a higher level within the organization. This entrusts the teacher with more difficult and demanding responsibilities than before. It calls for one to make certain decisions regarding work and other operations which were previously made by someone else higher in rank. To enhance succession, the Teachers Service Commission (TSC) has developed a policy on identification, selection, appointment, deployment and training of heads of post primary institutions in Kenya (RoK, 2007). The policy guideline outlines the minimum requirements for a teacher seeking to be considered for promotion to administrative grades including headship. The requirements include academic and professional

qualifications, special merit on work performance and performance of students in national examinations and special achievement in co- curricular activities. More so, the teacher's professional conduct, moral standing and initiative are also considered (RoK, 2002; RoK, 2005).

The policy stipulates the stages of appointment and promotion of head teachers and deputy head teachers. The process begins with each school establishing a professional subcommittee of the Board of Management (BOM) tasked to identify following the set criteria, the teachers who are suitable for promotion. Secondly, the subcommittee's recommendation is forwarded to the full board for ratification and forwarding to the County Education Board (CEB) which shortlists and invites qualified persons for interview and subsequently conducts the interview and then deploys the successful candidates to professional and administrative positions with vacancies as per the authorized establishment. The CEB also mounts courses for newly appointed heads, deputies and senior teachers in their respective duties and follows up their performance through appraisal reports. (*Ibid*)

Despite the existence of these policy procedures, succession of principals has been faced with different reactions from the community, school staff and students. There are those who resent receiving the deployed heads because of the fear of changing the established school culture. The school community is keen to find out what input the incoming administrator will put in to improve the school environment and general performance. In Trans-Nzoia County, in the last ten years there have been several changes in school

administrators and these changes have either positively or negatively affected the staff morale, students' discipline ,performance in co-curricular activities and academic performance of the schools concerned (Trans Nzoia County Education Office, 2015).It is in regard of this eclectic occurrence that this study investigated the succession of principals in secondary schools in Trans-Nzoia County and its influence on secondary schools performance.

1.2 Statement of the Problem

Succession of school principals should aim at enhancing the quality of performance of the affected schools. However, succession as a change process may face some resistance that can be disruptive and divisive to a school and may end up failing to achieve the intended purpose. The ability of stakeholders to understand and accommodate the stress and challenges of succession may have a great influence on the influenceiveness of schools in enhancing performance and attainment of strategic goals and objectives. In Trans-Nzoia County, a report by the County education office indicates that there are schools that have experienced succession over the last ten years.

The turnover of principals in some of the schools has been faced with succession related disruptions that included students striking that they did not want the new principal, the community locking out the new administrators, principals of schools being locked out from accessing their schools and teachers not supporting the new administration (QASO Office, Trans Nzoia County, 2013). More so, five schools were affected in the recent arson cases experienced during the second term of the year 2016 (Oduor, 2017). This

notwithstanding, there are those schools where the incoming principals were positively received by all the stakeholders. More so the academic performance of secondary schools in the County has been on a downward trend in the last five years except in the year 2015 where the examination malpractices were observed nationally. This trend is shown in table1.1.

Table 1.1: Academic Performance in secondary schools in Trans Nzoia County (2012-2016)

Year	Mean Score	Mean Grade
2012	6.38	C
2013	6.23	C
2014	5.91	C
2015	6.37	C
2016	3.78	D+

Source: Trans Nzoia County Education Office (2017)

This raises the concern on the influence of succession of principals on the general performance of the schools. More so, there was disruptions in the running of schools resulting from succession of principals that was evidenced in 13 out of 24 schools that had experienced external succession and 8 out of the 20 that had internal succession. The heavy expenditure by government in investing in the infrastructure of the schools demands that school management functions optimally with minimal disruptions to help realize returns on the investment and facilitate realization of national educational goals. The disruption when accompanied by destruction of property in the schools affects the

overall learning environment and eventually the performance of the schools. The study therefore set out to find out the influence of succession of principals on schools' performance.

1.3 Purpose of the Study

The purpose of the study was to determine the influence of succession of principals on performance of secondary schools in Trans-Nzoia County in Kenya.

1.4 Objectives of the Study

The specific objectives of this study were to:

- (i) Establish the factors that influence succession of principals in secondary schools in Trans-Nzoia County
- (ii) Assess the influence of succession of principals on the staff morale
- (iii) Establish the influence of the succession of principals on schools' performance in co-curricular activities.
- (iv) Determine the influence of succession of principals on the schools' academic performance
- (v) Establish the influence of succession of principals on students' discipline

1.5 Research Questions

The study sought to answer the following research questions:

- (i) What are the factors that contribute to succession of Principals in Secondary Schools in Trans Nzoia County?

- (ii) Does Principals' succession have any influence on the morale of staff in their schools?

1.6 Research Hypotheses

The study sought to test the following null hypotheses at $\alpha = 0.05$ level of significance using regression analysis for hypothesis one and three and t- test for hypothesis two.

HO₁: There is no statistically significant relationship between succession of principals and schools' performance in co-curricular activities

HO₂: There is no statistically significant difference in the schools' academic performance before and after the succession of principals

HO₃: There is no statistically significant relationship between succession of principals and students' discipline

1.7 Justification of the Study

There is an upsurge of disruptions in the running of schools resulting from succession of principals. These disruptions are hindrances to the general performance of schools. Trans Nzoia County has experienced transition of principals which has been accompanied by mixed reactions, and the new principals have had different influences on the academic performance, co-curricular activities, staff morale and students' discipline. There is need for schools to establish a culture that characterizes their operations that may impact on the graduates from those schools who may carry the image of their institutions in their career pursuits for national development. Successful succession ensures continuity of this

culture. These therefore led to the need to establish the influence of succession on performance in the affected schools so as to come up with way forward.

1.8 Significance of the Study

It is hoped that the findings of the study shall;

- (i) Provide important guidelines on how succession of principals can be carried out to ensure improved performance in schools.
- (ii) Help education policy makers to influenceively plan for succession having understood factors that influence succession.
- (iii) Guide the employer to sensitize educational stakeholders on how to implement successful succession.
- (iv) Help school managers in guiding them to prepare succession plans for their schools.

1.9 Scope of the Study

The study focused on secondary schools in Trans Nzoia County. The accessible population was from the secondary schools that have had succession between the years 2005 and 2015. The respondents included Principals, teachers, non-teaching staff, County Director of Education, Ministry and County Director of Education TSC Officers, chairmen of the BOM and representatives of sponsor churches. The study focused on how succession has been managed in the concerned schools and how it has influenced the schools' performance.

1.10 Limitations of the Study

It was difficult to access some information from people in the education office due to their busy schedules. However, the researcher employed patience and was tactful in searching for vital information.

Some of the principals were reluctant to give some information on succession. The researcher mitigated for this by cross checking such information with that from the teachers responses. Through the use of more than one instrument to collect data it enabled the researcher to countercheck the responses and fill up the gaps arising from the reluctance of principals to respond to some aspects.

1.11 Theoretical Framework

This study was guided by Peter Senge's (1990), change theory in which schools are viewed as learning organizations where people continually expand their capacity to create the results they truly desire; new and expansive patterns of thinking are nurtured; collective aspiration is set free; and people are continually learning to see the whole together. The basic rationale for such organizations is that in situations of rapid change only those persons that are flexible, adaptive and productive to the change process will excel. These can be facilitated by schools discovering how to tap peoples' commitment and capacity to learn at all levels.

Furthermore, it is noted in this theory that organizations that are continually expanding their capacity to embrace their future require a fundamental shift of mind among their members. That for any learning organization, survival learning or else called adaptive learning is not enough but must be joined by generative learning that enhances the capacity to improve on the existing status. This theory points out five disciplines that

should be learned in order to create meaningful change in learning organizations. These disciplines are summarized as; System Thinking, Personal Mastery, Building Mental Models, Building Shared Vision and Team Learning which are explained below:

System thinking is considered the cornerstone of the change theory. It focuses on the integration of all the components of the organization and fuses them into a coherent body. It examines the interrelationships between the parts in forming a whole. Senge (1990) notes that for any appropriate change in a learning organization to occur, focus must be put on the whole and how each part makes its contribution in a systemic way. Senge notes that in doing this, focus is not only on the immediate short-term improvements but also the significant long-term cost that will arise from the change. In view of this theory therefore, the school is understood to mean a system. All the school stakeholders shall be considered as various components that work together in a systematic way to the wellbeing of the whole. Therefore for succession to be influenceive, all stakeholders should support the school system and work towards the realization of the set goals by the new leader and the contribution made by this change will influence performance

Senge (1990) further notes that organizations change only through individuals who are ready to learn. The theory posts that individual learning does not guarantee organizational learning but that without it no organizational learning takes place and notes that people with high level of personal mastery live in continual learning mode and thus they are receptive of meaningful change. For any organizational change to occur, the players in the change must be those that accept the need to keep embracing change. In view of this

theory therefore, stakeholders as participants in the school system must have relevant know how of what it is desired for meaningful change to take place.

Senge (1990) further notes that if organizations are to develop a capacity to successfully transform themselves, it will be necessary for people to learn new skills and develop new orientations. Senge notes that moving organizations in the right direction entails working to transcend the sorts of internal politics and games playing that dominate traditional organizations. In relation to this study, this discipline implies that the individuals in the school must be able to modify their mental view in line with their organizational change that is being influenced by the new administrator in order to bring any meaningful change.

Recognition is taken of the importance of an organization having the capacity to hold a shared picture of the future the organization seeks to create. The vision has the power to be uplifting and to encourage experimentation and innovation in the organization. When there is a chance for the people in the organization to translate personal vision into shared vision galvanizing the organization together, then there will be great opportunity for realizing the organizational goals and objectives. Therefore, in this study, this discipline points to the fact that having seen the need for succession, the stakeholders must rally behind the new innovations and ideas that come along with change in administration and the person initiating change must also share his/ her vision with the people he is working with.

Team learning is viewed as the process of aligning and developing the capacity of a team to create the results its members truly desire. It builds on personal mastery and shared vision. Senge suggests that when teams learn together, not only can there be good results for the organization; members will grow more rapidly than could have occurred otherwise. This final discipline points out the fact that for the school to realize the desired results and enhance staff morale, all the stakeholders must embrace teamwork and team learning for this will enhance meaningful realization of the needed change. Therefore, in view of Senge's theory, the school as a learning organization, tasked with the responsibility of instilling in learners skills, attitudes and knowledge that will enable them to attain the educational objectives, needs to be open to appropriate change.

The theory was relevant since it stresses the need to embrace the five disciplines for any influenceive change in organization. Therefore change which is seen as succession of principals should embrace these disciplines if the school has to remain a system and improve its performance. In this study succession of principals were seen as having a bearing on school outcomes which consisted of academic performance, student discipline, school performance in co-curricular activities and the morale of the staff. If the elements of the theory function as stipulated then it is hoped that the school as a system can thrive in its objective successfully. This theory is hypothesized to a conceptual framework.

1.12 Conceptual Framework

It is hypothesized that the independent variable which is principals' succession either internal or external, variably affects staff morale, students' academic performance,

performance in co-curricular activities and students' discipline. The intervening variable in this study is the principal characteristics thus age, qualification, experience and school type thus national, Extra County, county or district. This variable was built in the study, so that it could not affect the results. The hypothesized relationship of these variables is summarized in the conceptual model in figure 1.1

1.13 Conceptual Model

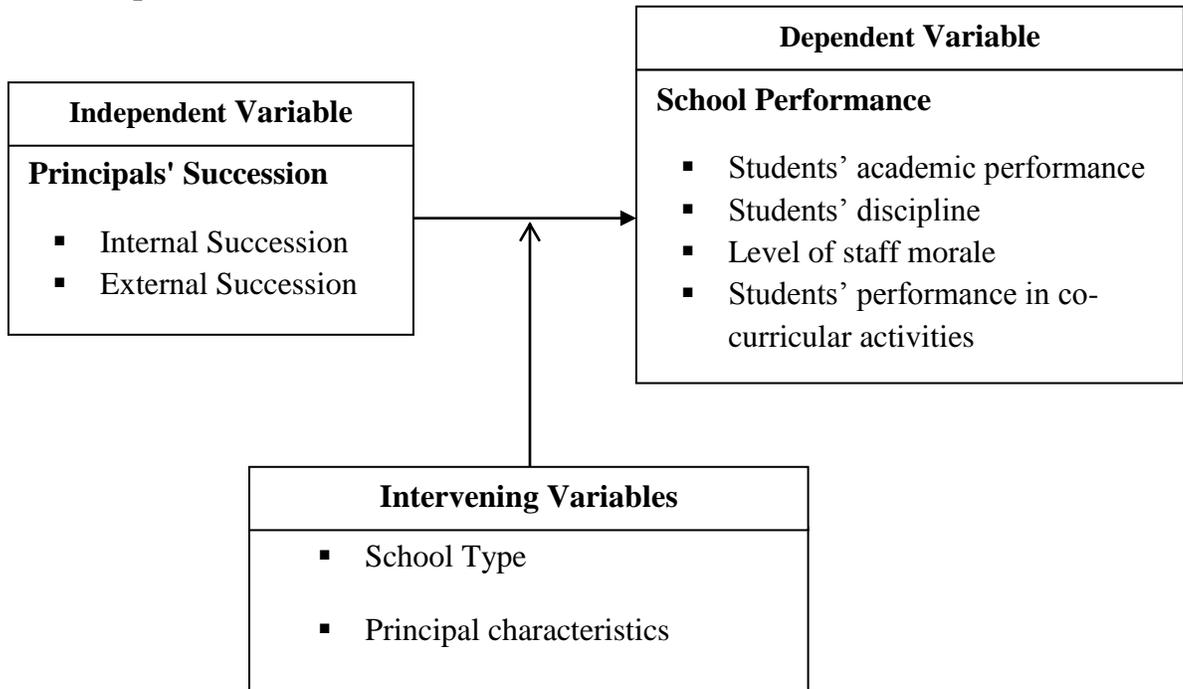


Figure 1.1: Framework showing relationship among the study variables

Source: Researcher's own concept (2016)

1.14 Operational Definition of Terms

In this study the following terms are operationalized and defined as indicated below:

Academic Performance: Refers to students' achievement in national examinations given as school mean scores.

Co-curricular Activities: Refers to activities that are beyond the curriculum that leads to all-round development of students .In this study it refers to games, sports, science fair, choir, drama and athletics

External Succession: Refers to receiving an administrator or principal from another school

Internal Succession: Refers to receiving an administrator or principal from within the same school or where the deputy is promoted to headship in the same school.

Principal: Refers to the chief executive of the secondary school.

Principals' Succession: Refers to the handing over and taking over of leadership in the School during leadership change of principals.

School Culture: Refers to an established character that defines the ethics of a school. In this study it means an established habit of excelling in co-curricular activities.

Schools' Performance: Schools' attainment as measured by students' academic performance; performance in co-curricular activities: Students' discipline and Staffs' level of morale

Staff Morale: Refers to psyche to participate in relevant routine activities by staff

Stakeholders: Refers to Teachers Service Commission, Political leaders, local community, school administrators and Managers, Sponsors and Education officials

Students' Discipline: Refers to students' way of social and moral behaviour and conduct in schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the review of literature related to the study. Information was obtained from books, journals, magazines, government circulars, policy documents and the internet. Literature is organized to address issues that relate to the study and in particular and in line with the research objectives; Succession of principals, factors leading to succession, influence of succession on staff morale, influence of succession on schools' performance in co-curricular activities, influence of succession on students' academic performance, influence of succession on students' discipline and the gap in the literature.

2.2 Succession of Principals

A study in South Africa by Wills (2015), established that succession principals should: have as much knowledge about their role as possible; understand the political nature of the district and how to maneuver in it; have a clear understanding of the role of the principal and expectations of the schools, learn personnel policies and procedures and know the strength and weakness of their staff as well as themselves. It is noted that the replacement of a person holding an influential position creates reverberations throughout the organization and since this is an experience of great magnitude, there are varying impacts on relationships, expectations and performance (Berry, 2004).

In Kenya, in order to ensure influenceive succession in educational institutions, the succession management policy has outlined important aspects to be looked into. These include; identifying critical roles within the institutions and developing a clear understanding of capabilities required for influenceiveness and high performance in those roles; analysis of the needs for specific jobs; identification of the people who could potentially fill and perform influenceively in sudden roles; developing the required capabilities in those people already within the institution through a programme of learning experiences. When this is applied, a smooth succession process is expected and is likely to translate to realization of organizational objectives.

2.2.1 Policy Guidelines on Succession of Principals

The documentation of government policy guidelines on appointment of head teachers is the function of the Teachers Service Commission (TSC) which works in liaison with the other stakeholders such as the Board of Management (BOM), sponsors and the education office (ROK, 2005). The policy guidelines outline the minimum requirements for a teacher seeking to be considered for promotion to administrative positions of headship and deputy head. The requirements include academic and professional qualifications, special merit on work performance and performance in national examinations and co-curricular activities (ROK, 2005).

2.2.2 Promotion of Teachers to Deputies and Principals

The Teachers Service Commission Code of Regulations stipulates the functions of the commission which include among others the promotion of teachers. Nzuve (1997)

defines promotion as a change of assignment from a job of lower level to one of a higher level within an organization and he postulates that in the event of a promotion, the person promoted is entrusted with more difficult or demanding responsibilities than before and has to make certain decisions regarding work and other operations which were previously made by someone else higher in rank. This is an aspect of succession. He however warns that if promotions are not well administered it can cause the human resource department and the entire organization more problems than poor salaries and wages would (Nzuve, 1997).

Nzuve argues that promotions should be based on seniority and merit where both the length of service for an employee and his skill and ability to perform are considered. Teachers' promotion takes care of the length and ability to perform. Gary (2008) pointed out that employment can be motivating if a worker's job is organized in a way that it provides feedback and challenges that help satisfy the person's higher-level need for things like recognition and accomplishment. Promotion of teachers into headship offers such an opportunity.

2.2.3 Policy on Succession Management

Succession management is concerned with identification of critical roles and ensuring that there is current and future capacity for these roles to be filled through a system of openness, fairness and transparency. If these roles are unfilled or filled with staff without required level of capacity, then institutions may not be able to perform to expected standards. This means influenceive succession management ensures flow of candidates

who have the skills, knowledge and attributes to compete for vacancies in critical roles when they arise (RoK, 2007).

This policy came about since over the years, appointment and deployment of heads of educational institutions was not guided by a clear, transparent and documented policy. Consequently identification of heads of institution was based on good classroom teaching, active participation in co-curriculum activities and teaching experience of three years and above. These led to a number of challenges in institutional management which included external interference, protection of uninfluenced heads of institutions by influential personalities even when such heads deserved to be disciplined (RoK, 2007). The localization of appointment and deployment of heads of institutions to serve in their home County or communities was faced with challenges such as mismanagement of funds and property. In order to address the above challenges the commission developed clear and transparent criteria for identification, selection appointment, deployment and training of post primary institutions.

2.2.4 Guidelines on Qualifications for Heads of Institutions

For one to qualify for appointment to a position of responsibility as a head of post primary institution one should: Be a professionally qualified university graduate teacher/ technical teacher serving under the employment of the Teachers Service Commission; have a minimum of seven years continuous post qualification experience two of which must have been at the level of deputy head of institution or head of department; have portrayed competence and ability both as a classroom teacher and an administrator; be one with a clean personal record and have attended at least two in service courses in

institutional management offered or recognized by the Kenya Educational Management Institute (KEMI); should have shown or expressed interest in institution administration by applying for consideration to an advertised vacancy for headship and should have proved through evaluation to possess the needed qualities of a head of institution such as pass in a selection interview and performance report. This therefore means that for any succession to take place, the above guidelines must be followed (RoK, 2007).

2.2.5 Posting and Deployment of Principals

The posting and deployment of heads of institution should be based on: the seniority of the institution as specified by the scheme; competence with regard to the level of responsibility; appropriate gender balance; placement of heads or deputies in institutions outside their localities to avoid negative influence and other personal interests; heads of institutions are not allowed to overstay in one station as this leads to complacency; Heads who do not perform to the required standards shall be rehabilitated and deployed appropriately (RoK, 2007).

The County Directors of Education and the County TSC director of education are to conduct interviews and identify suitable candidates. A merit list is then submitted to the secretary, Teachers Service Commission for consideration as vacancies arise; then the teachers who qualify during the interviews are given appointment letters by the TSC.

This process is used to enhance succession so that the right people are put in place. Despite this policy guideline, there have been vested interests from some stakeholders which at times have led to resistance to whoever is taking over. According to a study by Gowans (2000), revealed that whereas some new principals looked forward to

cooperation from the community to develop the schools, most were disappointed to find poor reception from the community during the arrival and settling in period.

2.3 Factors Leading to Succession of Principals

It is important to note that understanding the context and factors which influence succession can assist the principal to gain experience in the process, adapt and progress through the stages successfully (Berry, 2004).

In Kenya, whenever an opportunity for succession of principals comes up, the concern of stakeholders is on what this new change will mean to the individual and collective mission of the affected institution. At school level, teachers, students, parents and administrators attach themselves to the norms, values, rituals, ceremonies, symbols, informal groups' power, equipment and physical layout of activities in those schools. When these are changed, there is always resistance. Stakeholders have influence on succession of principals in secondary schools. Each stakeholder has vested interest in the school and this interest may either be enhanced or frustrated by the succession.

According to Paula (2009) lack of training, mentorship, professional development led to high turnover of principals and principals' rotation. Paula further noted that it is important that vice principals be provided with necessary on-the-job training with a view not only to helping them boost their confidence when promoted to the principalship but also to better prepare them to discharge their responsibilities when they become principals. According to Nzuve (1999) and Senge (1990) since change is inevitable in

organizations, individuals have to learn to change their perception and behavioral patterns to match the constantly changing environment by adopting new patterns of behaviour.

Since there is shared power in appointing principals and deputies as spelt out by the Teachers Service Commission, no one can unilaterally appoint a principal or deputy for a school. This sets the stage for bargaining amongst the stakeholders in the exercise of identifying and selecting teachers into the administrative positions.

According to Eshiwani (1993), the Ministry of Education cannot promote education without the support of voluntary bodies including church organizations. Some church sponsors impose non-performing representatives in school management positions during succession. They insist that the chairperson of the BOM be of their own choice and must profess their faith irrespective of the competence to perform in the positions they are appointed to. This same BOM chairperson has influence on the person to take over in case of any vacancy. According to Ayodo and Kareithi (2007), the sponsors tend to keep the schools under tight control in order to protect their narrow interests. Mabeya (2009) noted that rather than the sponsor serving the sponsored schools, it is the schools that seem to serve the interests of the sponsor in a vain effort to preserve their leadership.

Research by Mbatia and Mureu (2005) established that sponsors treat principals who do not profess their faith with suspicion. It may be hard to identify a true practicing faithful of a church who is at the same time competent in administrative work. Apparently, some teachers are converted into a church faith because they are eyeing a vacancy for

succession in a sponsored school. Therefore, some sponsors cause divisions in schools and destabilizes the school's operations by creating suspicions in school management.

A study by Nyongesa (2010) established that there was significant variation in levels of stakeholders' influence in the appointment of head teachers for secondary schools. The education office wielded the strongest influence; BOM and community were also found to have significant levels of influence while the CEB and school sponsor's influence was insignificant. Teacher succession to headship depended significantly on which stakeholder proposed them. Whereas Eshiwani (1993); Mureu (2005) and Mabeya (2009) established that sponsors played a role in management, Nyongesa (2010) established that the sponsor's level of influence is insignificant but the current study sought to establish role played by different stakeholders during succession.

2.4 Influence of Succession on Staff Morale

The role of the principal is crucial to promoting and supporting teachers' achievements, creating, positive work environment for teachers and improving staff morale (Leithwood, 2008). Although principals' succession experiences are often seen as singular events, principals' assignments can be viewed as on-going processes that involve the beliefs and expectations of the new principal as well as the school's organizational needs and expectations. Since almost all new administrators begin their roles as successors, it is important that prospective school leaders understand succession (Hargreaves; Shaw; Fink; Retallick; Schmidt & James-Wilson, 2000).

The succession of principals has had influence on teachers' morale. According to Hunter-Boyken and Evans (1995), high morale includes low turnover, less absenteeism and better academic environment for instruction. They stated that principals are the ones who are primarily responsible for motivating teachers towards achieving their organizational goals. The Principals have the ability to improve teacher morale by listening to them and supporting them. Involving teachers in decision making processes validates the teachers and as a result has a positive influence on morale levels with the teachers and the entire staff. Studies indicate that where succession has taken place and as a result there is low morale on teachers, the teachers will resist change and the school would have a high rate of teacher absenteeism (Briggs and Richardson, 1992). With low morale exhibited by teachers this affects the smooth running of the organization.

On the other hand, where succession of Principals has taken place and there is high level of teacher morale, the teachers work together very closely with this kind of principals. They impact positively on teachers' self-esteem and self-worth. These Principals strengthen teacher morale by actively standing with the teachers, assisting the teachers in dealing with student discipline issues, allow teachers to develop discipline codes and support teachers' authority in enforcing policy (Blase, 1991). More so, relationship building with parents and teachers provided positive succession experience (Berry, 2004). According to Meyer and Macmillan (2011), turnover of principals has potential to impact seriously on school morale and values as teachers attempt to adjust to the new administrators and their possible shifts in focus. They noted that teachers in schools with new administrators have to deal not only with changes in their institutions and policies

involved but also with adapting to the new principal. Their study found out that succession and principal turnover affected either positively or negatively the teachers' trust morale, teacher efficacy, discretion and loyalty. They therefore noted that succession has positive and negative implications for teachers and their work before, during and after the succession events. It was noted in their study that issues of power and control and negotiation of influence play an important role in the development of relationships within a school community when a new principal assumes his or her position. This study intends to fill the gap on how internal and external succession will influence level of staff morale.

It is important to note that, teachers' attitudes of the new principal and the potential shifts in values affects how well the new principal assumes his or her role. Stakeholders also perceive that principals' impact on their schools is greatly influenced by those who have served in those stations before them. Some may have left their stations because of failure to understand the professional culture or failure to respect the heroes from the past school history (Hargreaves et al, 20 00). The new principals are often preoccupied with establishing their legitimacy and authority with students, parents and staff. Some principals focus more on control rather than on curriculum matters by imposing their own vision upon the school and by delegating responsibilities instead of empowering staff (Moore et al, 2003). Principal turnover is likely to impact on learning outcomes through disrupting other aspects of school functionality or teacher behavior, teacher turnover is likely to rise in response to change in principal leadership (Wills, 2015). Task oriented principals, encounter more difficulties in gaining staff support than person-oriented principals who demonstrate concern for staff and are able to gain staff trust sooner.

Research shows that influenceive leadership contributes to teacher retention and students' learning (Bottoms, 2009).What is the case of this current study in relation to staff morale. Studies done reveal that succession of principals has different implications on staff morale, this study therefore sought to fill the gap on what really happens to staff as a result of change in administration.

2.5 Influence of Succession on Schools' Performance in Co-Curricular Activities

Co-curricular activities are very important as they have the potential of developing the intellect of the student. They are activities which compliment but are not part of the traditional academic curriculum (Ajaykimar, 2014). These activities develop students 'physical, moral, mental, social and emotional development. According to Amadi; Modebelu and Umezulike (2016) co-curricular activities enable students to supplement and complement the curriculum or main syllabi activities. They noted that the role of co-curricular activities in students' life include the following; Co-curricular activities improve the all-round development of students, enable students to make positive sense and competition for future and for their life, improves the sense of leadership in the students and makes them aware about responsibilities, physical activities like running, football and volleyball help not only in the physical fitness but also refresh the burdened mind and that the co-curricular are useful for socialization.

The education sector in Kenya plays a key role in talent development of learners by offering co-curricular activities through drama festivals, ball games, science fair, music festivals and athletics in the attempt to develop the students holistically (Chege, 2013). Co-curricular activities are an integral part of the history of schools. Schools that excel in

co-curricular activities are highly acknowledged in the education sector because of their contribution towards realization of the national goal of promoting individual development and learners' self-fulfilment. According to Sessional Paper number I of 2005 (RoK, 2005), education should provide opportunities for the fullest development of individual talents and personality. Education should therefore help children to develop their potential interests and abilities and is a vital aspect of individual development in character building.

It has become imperative that schools should not only be ranked based on their performance of KCSE, but ranking should also be done basing on the performance in co-curricular activities. The Teachers Service Commission policy on succession management has outlined that among other requirements for one to be promoted is performance in co-curricular activities (ROK, 2007).

Therefore, for one to be deployed to the position of principal there must be evidence that his/ her school has partly excelled in co-curricular activities. The co-curricular activities that schools participate in include: drama, choir, Kenya Science and Engineering Fair, basketball, rugby, hockey, volleyball, football and athletics among others. Schools strive hard so that they not only excel in national examinations but also in co-curricular activities (Chege, 2013).

The dilemma for principals of schools during succession is to enhance continuity or initiate a new dimension that may impact on the existing school culture. The direction that the principal may take may influence the kind of support or resistance from the stakeholders towards their leadership. Teachers have the power to sabotage a new

principal's effort to make deep changes to the schools culture especially culture in the performance of co-curricular activities. This has made teachers and students to resist new administrators who do not support sporting events in school (Greenfield, 2004).

According to Abuga (2013), there are schools in Kenya that have excelled in co-curricular activities depending on who is the principal. It was noted that during change in administrative position there is immense influence in the schools' performance in the co-curricular activities. Abuga cited Lugulu girls who have been national champions in volleyball for a long time until when in the course of succession it has not faired on any better. On the other hand, he cited Friends School Kamusinga which has maintained its stellar performance in hockey, basketball and rugby despite going through succession. The school has won the national secondary school games in hockey eleven times National Champions and the East Africa school championship since 2007. The Basketball team has represented the Western region at nationals since 2004. The school performs well in science fair and has won awards in this area where they were the best boys school in home science nationally. The Science Fair encourages innovations, creativity and also exploits talents among students. It is observed that despite the succession in this school both Principals have taken keen leadership of the teams and this may have contributed to the continuity in the sterling performance (Abuga, 2013). However, schools that perform to national levels unfortunately after national level the talents identified are not nurtured to greater heights (Mayama & Odebero, 2014). The underlying question is, do schools continue performing well or they drop with change in administration? Issues to do with co-curricular activities are varied and some schools have not given priority to them . This

therefore led to the concern to investigate more on influence of succession on performance in co-curricular activities in schools more so very little has been done in regard to performance in these activities therefore this study sought to fill this gap.

2.6 Influence of Succession on Students' Academic Performance

Succession is one of the changes that take place in organization. Change refers to a significant difference from what was before. This could mean doing things in a new way, following a new path, adopting new technology, following new management procedures, merging, reorganizing or any other highly significant and disruptive event (Davidson, 2002). Other findings reveal that principals are most likely to affect students' performance via policies, when a new principal takes over most likely he/ she will change the policies related to teacher incentives, curriculum as well as those that boost performance of low-achieving students (Figlio & Sass, 2010). More so other studies reveal that principals may continue to have an influence on current students' performance through policies set in past years and continue to linger after a new principal arrives (Dhuey and Smith, 2014).

According to Moore; Fink; Brayman; Hargreaves and White (2003), studies done on the impact of succession of principals in Ontario secondary schools in Canada, revealed that principals who had initiated significant improvements in a school, needed sufficient tenure to see their efforts through as well as an experience, shrewdly selected successor who can carry these efforts forward and who has adequate time to plan ahead in doing so. They also noted that succession of principals can short circuit most improvement efforts and therefore there is need for sustainable leadership which maintains improvement from

one leader to the next and spreads across many leaders and schools in a district. They concluded that successful succession occurs when there is careful planning, adequate preparation and decent, human management of all aspects of the success process.

A study by Gowans (2000), on the influence of succession of principals in schools revealed that frequent succession causes a number of influences on organizational staff morale. The Principals in the study perceived succession as having a beneficial influence upon their schools. The specific internal areas which were believed to have been improved were in school policies and instructional programmes and another area of improvement was that of relationship between the principals and the community. In the study, the greatest number of principals attained their new positions due to their predecessor stepping down and this therefore had a positive influence on the successor due to the stabilizing influence produced by the dissemination of the predecessor's accumulated knowledge.

However, where the predecessor moved or changed the geographical distance, the transfer of accumulated knowledge was quite impossible. Succession also has implications on organizational performance. Managers perform several functions that are often deemed critical to performance of organizations. Thus when organizations exhibit poor performance, there is a common notion that dismissing and replacing the manager will lead to improved performance (Fizel & D'Itu, 1997). They also noted that there are puzzling relationships between succession and performance, and if the efficiency of the new Principal is greater than that of the former, the disruptive influence of succession is minimized.

There are also other theories that managerial succession has no influence on performance. From this literature, there was need to establish how succession of principals affects students' performance. A study by Kiptoo (2013) on influence of organizational leadership on academic performance of secondary schools indicated that there was no significant relationship between leadership skills and academic performance. Since there was no clear outcome concerning the influence of succession on academic performance in the reviewed literature, there was need to establish the influence of principals' succession on academic performance in secondary school hence this study sought to establish if the situation in Trans Nzoia County provide findings to fill this gap.

2.7 Influence of Succession on Students' Discipline

Students' discipline is a matter of great concern to all educational stockholders. Enhancement of students' discipline is key and paramount in any educational institution. According to Muya and Mwanzia (2005) American schools experience more cases of students' indiscipline and offences are more serious than the cases in Kenya. They observed that more students are sent home for violence, drug abuse, truancy and chronic absenteeism, carrying guns to schools and disrupting classes. Likewise, student indiscipline has been cited in most African countries. Datta (1992) observed that demonstrations, riots by university and secondary schools students led to the closure of the affected institutions in Ghana, Nigeria, Tanzania and Zambia. This shows that African Countries have experienced discipline problems among students. It is important to see how these problems are related to the Kenyan situation and how succession of principals and deputies deal with it.

In Kenya, studies by Afullo (2005) and Barasa (2011) observed that discipline is necessary for efficient running of secondary schools. A study by Kibet et al (2012) revealed that principals frequently or sometimes involve other stakeholders, particularly teachers, students and parents in the management of secondary schools. Principals used participatory approach which enhanced students' discipline. A study by Iyaya (2015) established that Principals leadership styles tend to be either negatively or partially positively correlated to students' discipline.

The report of the task force on students' unrests and indiscipline in schools (RoK, 2001) noted that in spite of the policies that the government had put in place with regard to management of education, learning institutions have been faced with increased cases of students' unrests. These unrests have had adverse influences on the institutions among them; violent and wanton destruction of property, loss of students' lives and decline in students' academic performance. In the year 2007, there were reported cases of unrests in parts of Eastern, Nyanza and Rift Valley Provinces in Kenya. During these strikes massive destruction of property including school buildings and important school documents and records were reported to have been set ablaze (Mwanzia and Ithula, 2007).

Reviewed literature reveals that there have been many cases of students' indiscipline both in developed and developing countries. The basic Education Act (2013) which protects the child's rights acknowledges fair disciplinary measures on a child. The act stipulates that the cabinet secretary may make regulations to prescribe expulsion or discipline of delinquent student for whom all other corrective measures have been exhausted and only

after such a child and parent or guardian have been afforded an opportunity of being heard. The ways of curbing these indiscipline problems are not exhaustively articulated. Therefore, this study sought to establish the influence of succession on students' discipline in the schools.

2.7.1 Causes of Students' Indiscipline

Students' indiscipline is caused by many and varied factors. Students' grievances may have a variety of causes. A report on school indiscipline in Uganda pointed to stress and tension resulting from administration due to unsatisfactory examination results as source of students' indiscipline (Datta, 1992). In Kenya, studies reveal that management based factors, lack of influenceive counseling by teachers were key causes to students' indiscipline in Homa Bay District (Owee, 1996). This was supported by Mwika (1996), in a research study which established the causes of students' indiscipline in Kangundo division in Eastern Province as incompetent head teachers, misappropriation of school funds and long stay of head teachers on the same station.

A study done by Koki (2015) revealed that school based factors such as peer influence, drunkard teachers' and not following school rules and regulations cause students' indiscipline. A Report in the East Africa Standard Newspaper revealed that poor management of school funds; political interference, incompetent head teachers and frequent succession of principals were among the causes of indiscipline in Central Province of Kenya (Murimi, 1996). Similarly the report by the Task Force on Indiscipline in Secondary Schools (RoK, 2001) revealed that there were two broad causes of

indiscipline in secondary schools namely; management based causes and students based causes. The Task Force identified the following as the management based causes;

First, admission of academically weak students in institutions that select high achievers. It was indicated in the report that such students when they are overwhelmed with class work resort to disruptive behavior and truancy. Secondly, transferring of students with disciplinary problems to other institutions instead of handling them conclusively in their institutions.

Thirdly, poor guidance and counseling services in schools coupled with inadequate pastoral care, undemocratic, vague and oppressive school rules. The Task Force gave a comprehensive report and made recommendations that could help curb students' indiscipline and enhance staff morale in schools.

In a recent report by the Ministry of Education investigating arson cases experienced in schools in the year 2016, it emerged that in some cases, vested interests in headship had a link to unrest in schools, more so some politicians and sponsors also pushed for preferred persons to lead schools and in some schools principals appointed faced resistance from students and members of the communities because they belonged to other communities (Oduor, 2017).

In Trans Nzioa County between the years 2001 and 2007, there were a series of students' unrest in different schools which included arson attack, destruction of properties and among the grievances were poor management of schools by head teachers (Oroni, 2001). This led to different task forces that came up with recommendations to improve

management of schools. One of the recommendations was that principals should not overstay in one station. The reviewed literature indicates students' discipline, causes of students' Indiscipline, role of principals in enhancing discipline, leadership style and discipline but little effort has been put on how succession of school principals can affect discipline. This study sought to fill this gap.

2.8 Gap in the Reviewed Literature

Literature reviewed has revealed that succession is inevitable both at corporate and institutional levels and that wherever succession occurs; it affects the organization either positively or negatively. Where there is a high morale level with the staff through involving them, the response will be positive while where there is low morale on teachers, they will resist the change. These scenarios affect the performance of the schools. It has manifested from the reviewed literature that the process of succession though guided by policy does not clearly take into consideration the possible stakeholders views which seem to play part in the acceptance or rejection of the succession process. This has opened space for this study to investigate on the influence of succession on the overall school performance in aspect of staff morale, academic performance, students' discipline and performance in co-curricular activities.

The reviewed literature has also revealed that co-curricular activities are integral to the success of schools. It is evident that some activities have succeeded during the regime of one principal but upon succession the scenario has changed .The reviewed literature did

not look at how either internal or external succession influences performance in co-curricular activities. This study therefore sought to fill this gap.

There were evidences of succession leading to improvement in performance of institutions and that changes in leadership styles may affect performance either positively or negatively. However, the reviewed literature other scholars have shown that there is no relationship between academic performance and leadership skills. This study endeavored to test the existence of a relationship between succession and academic performance. More so most studies done on succession are from global perspective and very little has been done locally creating a gap to be filled by this study. There was also evidence from the literature that students' indiscipline was attributed to the principals of schools overstaying in the same school and that succession was aimed at avoiding incompetent administrators from overstaying in schools and contributing to poor results and students' indiscipline.

The existence of succession management policies by the TSC is meant to ensure streamlining in the functioning of institutions. This ensures that the institutions are able to meet their objectives. This study therefore sought to fill the gap in the succession of principals and the key indicators of institutional performance mainly in terms of Level of staff morale, students' discipline, academic performance and performance in co-curricular activities of the schools in Trans-Nzoia County where succession was done.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of the research design, area of study; population; sample and sampling techniques; research instruments; reliability and validity of the research instruments; research variables; research procedures and data analysis.

3.2 Research Design

The study adopted the descriptive survey research design in an attempt to gather large scale data in order to make generalizations on the influence of succession on performance in secondary schools. The study fits within the provisions of this design because the researcher collected data and reported the way things were without manipulating any variable. The design was adopted because it enables the researcher to obtain pertinent information on the status of the phenomena under investigation. It is also preferred because it enables the researcher to examine various data and various other unknown situations in the prevailing circumstances. In addition, it enables the researcher to collect data from a wider area and lastly it concerns with the present relationships of variables, the present processes taking place in the study area Kothari (2003). More so, the design is considered an appropriate tool for collecting information where research call for both quantitative and qualitative data (Polland, 2005).

3.3 Area of the Study

The study was conducted in Trans-Nzoia County. The area was chosen for the study because a number of secondary schools have had succession and some instances the succession process was faced with succession battles. The County is divided into three sub-counties thus; Trans-Nzoia East (Cherengany), Trans-Nzoia West (Saboti) and Kwanza (see appendix G). The number of schools in the County has increased with the coming up of secondary schools that are emerging from the existing primary schools due to increase in enrolment as a result of Free Primary Education (FPE). This has created more vacancies for heads and deputies and more so has necessitated transfers and promotion of teachers to fill these vacancies. More so, as a County, there are still schools that posts poor results in KCSE over the years (Education office, 2016). This necessitated the need to find out how succession has impacted on performance of the schools.

3.4 Study Population and Sample

Trans-Nzoia County had 132 secondary schools that had sat for KCSE for more than five years by the time of the research. The population for this study was one hundred and thirty two (132) school principals, eight hundred and sixty seven (867) members of the teaching staff, three hundred and thirty four (334) members of the non-teaching staff, one hundred and thirty two (132) representatives of Boards of Management, seven (7) School Sponsors and three (3) County Quality Assurance and Standards Officers in Trans-Nzoia County. The sample for the study was realized from forty four (44) schools that had had succession which were categorized as two (2) National schools, six (6) extra county schools, eight (8) County schools and twenty (28) sub county schools.

3.5 Sampling Techniques

The one hundred and thirty two schools that had sat KCSE for more than five years were stratified into those that had had succession and those that had not had succession. The schools that had had succession were forty four (44) while those that had not had succession were eighty eight (88). Purposive sampling was used to sample all the forty four (44) principals from the forty four schools that had had succession. From each of these schools, the chairpersons of the Board of Management of each sampled school were used and this resulted in forty four (44) members of the Board of Management being used in the sample. These respondents were purposively sampled because they had had interaction with the schools and were considered best informed about the attribute under investigation in those schools (Ashley, 2017).

Seven (7) education secretaries one from each of the seven different sponsor churches and three (3) County Quality Assurance Officers from the three sub counties were sampled using saturated sampling. Simple random sampling was used to select two hundred and sixty (260) assistant teachers and one hundred (100) members of the non-teaching staff. Simple random sampling is a probability sampling method that ensures that every individual has an equal opportunity to be involved in the sample. It removes bias in the choosing of the participants in the research (Mugenda and Mugenda, 2003). The sample size was 30 % of the total population of teachers and non-teaching staff which according to Mugenda and Mugenda (*ibid*) can be considered as an appropriate sample for studies in social sciences that can be taken to be representative of the target population and therefore permit for generalization of the results from the sample to the

entire target population. The total sample size was therefore four hundred and fifty eight (458) respondents.

Table 3.1: Study Population and Sample Size

S/No.	Category	Population	Sample Size	Percentage (%)
1	Principals	132	44	33
2	Assistant Teachers	867	260	30
3	Non-Teaching Staff	334	100	30
4	BOM	132	44	33
5	Sponsors	7	7	100
6	QASO	3	3	100
TOTAL		1475	458	31

Source: (Field data collected by the researcher, 2017)

3.6 Research Instruments

The researcher administered questionnaires to Principals, teachers, non-teaching staff and BOM to obtain a wide variety of information from the respondents. Interview schedules were administered to school sponsors and QASOs and document analysis was done on records of performance and discipline. The rationale for using these instruments was in the fact that all the respondents were literate and could interact meaningfully with the content of the instruments without undue influence from the researcher and provide valid and reliable responses.

3.6.1 Questionnaires

The main instrument for data collection in this study was the questionnaire. Four different questionnaires were administered to the Principals, Teachers, and members of the non-teaching staff and the members of the BOM respectively. Structured (closed-ended) and unstructured (open-ended) questions were used in collecting data. According to Kothari (2003) the use of questionnaires in data collection is preferred because it is free from bias of the interviewer and it is also cost influenceive. Furthermore, the instrument allows respondents adequate time to give well thought out answers. As such, the researcher can reach the respondents, otherwise not easily approachable conveniently.

The Principals' Questionnaires were administered to the principals who were expected to respond to items on staff morale, students' discipline, performance in co-curricular activities and academic performance. The questionnaire was also used to capture the experience, age, and whether the type of succession was internal or external. The details are as shown in Appendix A.

The Teachers' Questionnaires were also administered to the teachers who were expected to respond to items on staff morale, students' discipline, performance in co-curricular activities and academic performance. The questionnaire was also used to capture the experience, age, it had both structured (closed ended) and unstructured (open ended) items. The details are as shown in Appendix B.

The Non-teaching Staff Questionnaires were also administered to the non-teaching staffs that were expected to respond to items on staff morale using closed ended questionnaires while open ended questionnaires were used to respond to items on discipline and

performance. The questionnaire required them to state their age, and duration of stay in the school, their designation. The details are as shown in Appendix C.

The Questionnaires for members of the Boards of Management were also administered to the chairman of the BOM who was expected to respond to items on students' discipline, performance in co-curricular activities and academic performance. The questionnaire was mainly open-ended. The details are as shown in Appendix D.

3.6.2 Interview Guide

Interview schedules were administered to the school sponsors' representative and the County Quality Assurance and Standards Officer. Structured interviews were used so that the researcher had face to face verbal communication with the respondents. The purpose of these interviews was to capture information that could not be fully captured by the questionnaire. According to Nsubuga (2000) interviews are normally used because they provide more information from respondents who feel comfortable when communicating orally.

3.6.3 Document Analysis Guide

The researcher collected data on academic performance, performance in co-curricular activities and students' discipline by analyzing the records available in the schools and the education office. A document analysis guide was used to obtain available records on students' academic performance, records of students' discipline, and records of performance in co-curricular activities from the Education office and schools. This provided data that could help to cross check with that obtained using the questionnaires

and the interview guide to enhance on the validity of the collected data from the various respondents (Replay, 2008).

3.7 Validity of Research Instruments

Validity is defined as the extent to which an instrument actually measures what it is supposed to measure (Dane, 1990; Kombo and Tromp, 2006). Pilot and Beck (2010) define validity as the degree to which an instrument measures what it is intended to measure. To ascertain the validity of the research instruments, the researcher ensured that the instruments had both content and face validity before using them to collect data from the field. The experienced test item construction experts from the university and the supervisors were involved in critical analysis of both test items and assessed the relevance and appropriateness of the items in each instrument. Content validity aimed at ensuring that the test items adequately and sufficiently covered the content of interest for the study (Rahim, 2016). Face validity was meant to ensure that the sequencing, wording and instructions therein were appropriate to ensure that the instruments measure accurately the salient research characteristics that they intent to measure (Mugenda & Mugenda, 2003).

3.8 Reliability of Research Instruments

Reliability is defined as the degree of consistency that an instrument or procedure demonstrates (Best & Kahn, 2004). The researcher conducted a pilot study in two secondary schools in Bungoma County. One school had undergone internal while the other had undergone external succession. The results of the pilot study were used to

determine the reliability of the research instruments. This was determined through comparing the responses from the respondents and computing the coefficient of correlation using the Pearson Product Moment method. The Pearson Product Moment was used because of its power in computing the coefficient of the relationship between two scores of a given variable as measured at intervals (Kothari, 2003). The computation yielded a coefficient of 0.847 for the questionnaires for principals, 0.832 for teachers questionnaires, 0.792 for non-teaching questionnaire and a coefficient of 0.763 was obtained for the BOM questionnaires after comparing the responses on corresponding items by the respondents on the test and the re-test. These coefficients were considered adequate measures of reliability because according to Frenkel and Wallen (1998) a reliability coefficient of not less than 0.7 is recommended for consistency levels of the instruments of data collection.

3.9 Data Collection Procedure

The researcher through the School of Graduate Studies Masinde Muliro University of Science and Technology sought permission for the research permit from the National Council for Science Technology and Innovation (NACOSTI) (see Appendix J). Upon obtaining the research, the researcher also visited Trans Nzoia County education office to obtain permission to conduct research in the schools in the county. Then the researcher visited the sampled schools for the study and made arrangements with the school administration on the research program. After the researcher obtained permission from the principals of the schools, the questionnaires were issued to the sampled respondents. The researcher conducted interviews with the interviewees at their respective work

stations. At the end of the exercise the researcher collected the questionnaires, the interview schedules and the documents indicating students' performance for purposes of analysis. The collected instruments were coded in preparation for data analysis.

3.10 Data Analysis Procedure

The data collected was analyzed using both descriptive and inferential statistics. The quantitative data was analyzed with the support of the Statistical Package for Social Sciences (SPSS) using the statistical tool of cross tabulation with linear regression analysis and t-test. Linear regression analysis was used as an approach for modeling the relationship between a dependent variable and one or more independent variables (Hoffmann, 2015). Linear regression tested the significance of the influence of succession of principals on students' discipline; the influence of succession of principals on staff morale and also the influence of succession of principals on students' participation in co-curricular activities. The t-test analysis was used to compare the means scores of the schools before succession and after succession to determine the significance of the association in the students' performance before and after succession. The t-test was preferred because of its clarity in providing a comparison between two sample means (Frost, 2016). Qualitative data was transcribed and analyzed thematically and presented in words expressing the views captured from the respondents in line with the research objectives. Data was presented using frequency tables, pie charts and bar charts.

3.11 Ethical Considerations

The ethical issues addressed in this study included access and acceptance, informed consent and privacy (anonymity and confidentiality). Access and acceptance was attained by the researcher getting permission from the university, securing a research permit and seeking permission from the principals of the sampled schools for the study.

Informed consent was ascertained by informing the participants of the nature and the purpose of the study and assuring them that there are no risks involved in the study. Their participation was voluntary and they were informed of this at the beginning of the study

On privacy (anonymity and confidentiality), the information provided by the respondents was purely for research purposes and will not be traced back to them under any circumstances. The study strictly followed the laid down procedures of conducting research and reported findings objectively as presented in chapter four.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of the data obtained from the field interpretation and discussion of the findings. Both quantitative and qualitative data was captured in the study. The data is presented using frequency tables, percentages and figures. The presentation of the analyzed data is arranged in line with the research objectives starting with the background information of the respondents. The t-test and Linear regression were used to test the respective null hypothesis.

4.2 Background Information on Respondents

This section gives an overview of the response rate, school type, school category, age, professional qualification, designation and work experience. Four hundred and forty eight (448) questionnaires were given out to the sampled respondents. A total of four hundred and twelve (412) questionnaires were returned and used for analysis. This represents (91.7%) response rate which is acceptable as adequate for analysis (Mugenda and Mugenda, 2003).

Table 4.1: Instruments Response Rate

Respondents	Questionnaires Issued	Questionnaires Returned	Response Rate (%)
Principals	44	44	100.0
Teachers	260	242	93.1
Non-teaching Staff	100	90	90.0
BOM	44	36	81.8
Total	448	412	91.7

From the table above it can be observed that the response rate on the questionnaire was large enough to enable the researcher to confidently analyze the data and make generalization of the findings to the target population. The total response rate of 91.7 % is considered good enough for the analysis.

Table 4.2: Background Information of Principals

Item	Category	Frequency	Percentage (%)
School Type	National	2	4.5
	Extra County	6	13.6
	County	8	18.2
	District	28	63.7
Professional Qualification	Diploma	6	13.6
	B.Ed	30	68.3
	PGDE	2	4.5
Age Bracket	M.Ed	6	13.6
	31-40	4	9.1
	41-50	32	72.7
Teaching Experience	51-60	8	18.2
	11-15	6	13.6
	16-20	20	45.5
Length in this designation in the school	21-25	18	40.9
	1-5 years	42	95.5
Designation before current designation in this school	6-10 years	2	4.5
	Deputy	20	45.5
	Principal	24	54.5

From the background information of the respondents as displayed in the table **4.2** above, it is evident that there were forty four (44) principals. Majority of the principals 30 (68.3 %) were first degree holders and professionally trained teachers and thus they were deemed competent to handle the items on the questionnaire. In regard to age of the respondents, majority of the principals 32(72.7%) were between 41-50years which makes them adequate enough to respond to issues in schools. Age of a respondent is one of the most important characteristic in understanding views about a particular problem.

Majority of the Principals 20 (45.5%) had the teaching experience of 16-20 years which makes them competent enough to handle issues in their school. From the respondents 42(95.5%)of the Principals had been in these schools for at most five years which means they could account for their performance in their respective schools. Of the respondents who were categorized as principals, majority of them 24 (54.5%) were principals in their former stations while 20 (45.5%) were deputy principals in their former schools.

Table 4.3: Background Information of Teachers

Item	Category	Frequency	Percentage (%)
Age Bracket	20-30	80	33.1
	31-40	99	40.9
	41-50	38	15.7
	51-60	25	10.3
Professional Qualification	Diploma	42	17.4
	B.Ed	172	71.0
	PGDE	14	5.8
	M.ED	14	5.8
Teaching Experience	6-10	140	60.1
	11-15	26	11.2
	16-20	18	7.7
	21-25	49	21.0
Designation in the School	HOD	105	43.4
	DOS	32	13.2
	Assistant Teacher	100	41.3
	Other	5	2.1

From the background information of the respondents as displayed in the table 4.3, it is evident that there were two hundred and forty two (242) members of the teaching staff and majority of the teachers 172 (71.0%) were first degree holders and professionally trained teachers and thus they were deemed competent to handle the items on the questionnaire. The teacher respondents majority of them 140 (60.1%) had teaching experience of 6-10 years. This means they had been in the same station long enough to understand and respond to matters on the trends in discipline and performance in their schools. On the other hand majority of the respondents who were members of the teaching staff, 105(43.4%) were heads of departments and they had been in management for a long duration of time and were therefore considered well versed with administrative issues and school performance in relation with the succession of principals.

Table 4.4: Background information of Non- Teaching Staff

Item	Category	Frequency	Percentage (%)
Age Bracket	20-30	16	17.8
	30-40	46	51.1
	40-50	24	26.7
	50-60	4	4.4
Level of Education	Post-Secondary Certificate	46	51.2
	Secondary	12	13.3
	Diploma	28	31.1
	Other	4	4.4
Work experience in the School	1-5	4	4.4
	6-10	9	10.0
	11-15	25	27.8
	16-20	32	35.6
	21-25	20	22.2
Designation in the School	Accounts Clerk	12	13.3
	Secretary	25	27.9
	Matron	4	4.4
	Cateress	8	8.9
	Bursar	28	31.1
	Driver	4	4.4
	Security Officer	9	10.0

From the background information of the respondents as displayed in the table 4.4 it is evident that there were ninety (90) members of the non-teaching staff. Majority of the non- teaching staff 46 (51.2%) had attained post -secondary education qualification and were therefore considered knowledgeable to provide reliable information concerning the items in the questionnaire. They had equally served in the schools for over ten years therefore they were considered to have understanding of operations during the succession in the schools.

Table 4.5: Background information of Board of Management respondents

Item	Category	Frequency	Percentage (%)
Age Bracket	30-40	3	8.3
	40-50	12	33.3
	50-60	16	44.5
	Over 60	5	13.9
Level of Education	Secondary	2	5.6
	Diploma	20	55.6
	University	14	38.8
Duration in present position on Board	Below 3 years	5	13.9
	3-6	12	33.3
	6-9	14	38.9
	Over 9 years	5	13.9
Designation on the School Board	Chairman	10	27.8
	Sponsor	9	25.0
	PTA Representative	9	25.0
	Member	8	22.2

From the background information of the respondents as displayed in the table 4.5 it is evident that there were 36 members of the schools' Board of Management. Majority of the members of the Boards of Management had attained diploma and degree educational qualifications and had served in the school boards for long enough to provide reliable information on the succession process in their schools.

4.3 Factors that Led to Succession of principals in Trans Nzoia County

The first objective of this study sought to establish the factors that influenced the succession of principals in secondary schools in Trans Nzoia County. Eighty (33%) of the teacher respondents and 18 (41%) principals indicated that Teachers Service Commission initiated succession of principals 70 (29%) of the teachers and 12 (27%) principals who responded to this item indicated that succession was influenced by poor performance of students in the national examinations. Another 62(26%) of the teachers and 9 (21%) of

the principals indicated that succession was influenced by students' indiscipline. On the other hand there were other factors such as retirement and natural attrition arising from death of the incumbent principal that also necessitated succession. This was reported by 10 (4%) teachers and 1 (2%) principal. It was also indicated by 20 (8%) of the teachers and 4 (9%) of the principals that politics played a role in the succession of principals in the affected schools. On the whole, majority of the respondents indicated that the Teachers Service Commission through its normal balancing act also influenced the succession of principals in the county. The distribution of these factors is presented in figures 4.1 and 4.2 for the respective respondents.

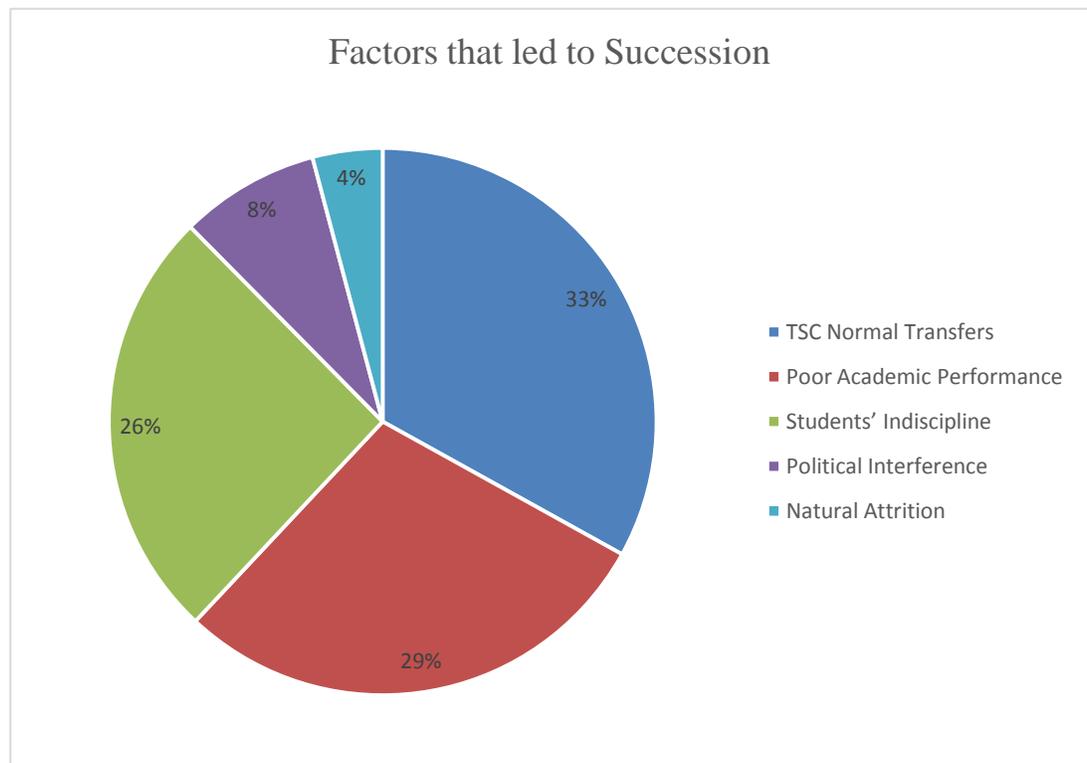


Figure 4.1: Teachers' Responses on the Factors that led to Succession of Principals

From figure 4.1 it is evident that the teachers reported that the main factor that led to the succession of principals was the normal transfers initiated by the Teachers Service

Commission. This was followed closely by poor academic performance, students' indiscipline, political interference and least of all was natural attrition.

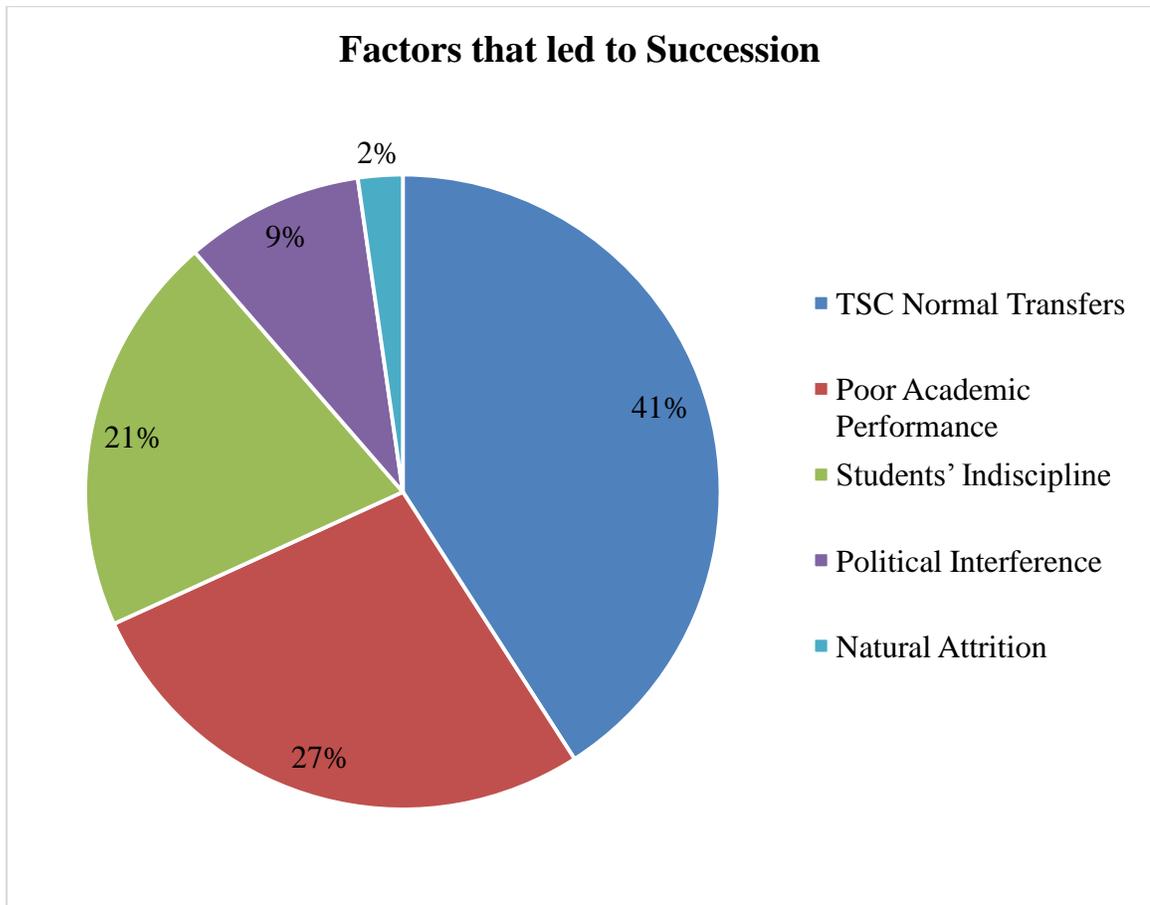


Figure 4.2: Principals' Responses on the Factors that led to the Succession of Principals

From figure 4.2 it is evident that the responses from the principals on the factors that led to the succession of principals arranged in order of greatest to the least were; normal transfers by the Teachers Service Commission, poor academic performance, students indiscipline, political interference and least of all was natural attrition.

There is strong correlation between the responses of the principals and those of the teachers concerning the factors that led to the succession of principals in school.

Ranked in order from the most frequently identified to the least identified factor that influenced the succession as per the responses obtained from the questionnaires are; normal transfers and promotions initiated by the Teachers Service Commission, Poor performance of students in national examinations, students' indiscipline, political interference and natural attrition. The information captured from the questionnaires was corroborated by evidence from the interviews with the education secretaries of the sponsor churches who noted that the incidences of students' indiscipline and poor academic performance contributed to transfers of principals. In furtherance to the response on the factors that influenced principals' succession, the respondents were asked to identify the roles of the educational stakeholders in supporting the succession process in their schools.

The main stakeholders were identified as the Ministry of Education and its agencies, the churches that sponsor the schools, the local communities and the local political leaders. Majority, ninety (37%) of the teachers suggested that the board of management played a key role, this could be attributed to the fact that they are school managers and understands very well school operations followed by sixty eight (28%) who suggested that the sponsor churches played a big role in the succession, those who felt that the education office played a great role in the succession were fifty six (23%) and then lastly twenty eight (12%) were of the view that the political wing influenced the succession of principals in their schools. The information is presented in figure (4.3).

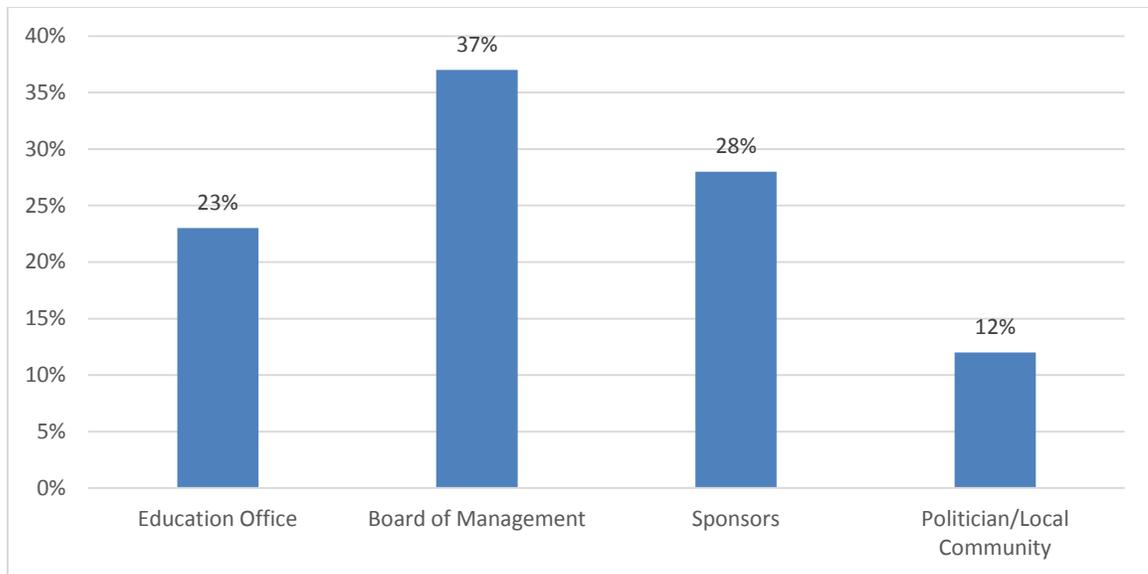


Figure 4.3: Frequency Distribution of Stakeholders that Played a Role in the Succession of Principals

Summarily on the factors that led to succession in order of frequency indicated that the first cause was normal transfers and promotions initiated by the Teachers Service Commission. This is in agreement with succession management policy which stipulates that the Teachers’ Service Commission has mandate to appoint, promote and transfer teachers. It was also identified that poor performance of students in national examinations contributed to succession, the third factor was student’s indiscipline this concur with recommendations of task force on student’s indiscipline which suggested that overstaying of head teachers on one station led to students’ indiscipline (R.O.K, 2001). The fourth factor was political interference and finally natural attribution arising from death of incumbent principals, some principals left to work with the county government therefore leaving room for succession.

More so it was noted that various stakeholders played a significant role in succession of principals. Ranking from the top the most influential stakeholder was the Board of Management, followed by school sponsors, education office and the least was politicians or local community whose influence was very minimal. This finding is at variance with what Nyongesa (2010), established in a study that the education office yielded the strongest influence in appointment of principals followed by the BOM. The two studies also differ on the influence of the local community on succession, whereas Nyongesa (2010) established that the local community had significant level of influence this study established that the local community had the least influence. Since political influence was the least it therefore suggested that the TSC is implementing succession management policy which stipulated that previous successions were influenced by external forces and this led to promotion of incompetent heads thus should be enhanced. More so it was noted that there are some Boards of Management and sponsors that still had influence over succession of school principal.

4.4 Influence of Succession of Principals on Staff Morale

The study objective number two sought to establish the influence of principals' succession on staff morale. Questionnaires were administered to both the teachers and the principals and their responses captured for each group of respondents.

4.4.1 Responses of the Principals on the Influence of Succession Principals on Staff

Morale

The responses of the principals were captured and presented as shown in table 4.6. The figures in brackets are the percentages of the respondents to the given item.

The principals were asked to respond to statements on influences of succession of principals on staff morale. When asked whether succession had reduced turnover of teachers 20 (45.4%) Principals agreed, 16 (36.4%) disagreed while 8 (18.2%) were undecided. This finding suggests that the principals felt that turnover of teachers had reduced during succession.

In response to succession improving teamwork among teachers 36(81.9%) principals agreed 6(13.6%) disagreed and 2(4.5%) were undecided. This finding suggests that a majority of the principals were of the view that succession had improved teamwork among teachers.

In response to teachers being positive to any new changes introduced by the new principal; 36(81.8%) principals agreed, 4(9.1%) disagreed and 4(9.1%) were undecided. This finding suggests that principals felt that teachers positively embraced new changes initiated during the succession period.

Table 4.6: Responses of Principals on Influence of Succession on Staff Morale

S/N		SA	A	U	D	SD	Total (%)
Succession has reduced turnover of teachers	has	2(4.5)	18(40.9)	8(18.2)	8(18.2)	8(18.2)	44(100)
Succession improved teamwork among teachers	has	6(13.7)	30(68.2)	2(4.5)	4(9.1)	2(4.5)	44(100)
Teachers are positive about the new changes introduced by the new administration	are	8(18.2)	28(63.6)	4(9.1)	4(9.1)	0(0)	44(100)
Teachers are unhappy with the new administration	are	2(4.5)	8(18.2)	2(4.5)	26(59.1)	6(13.7)	44(100)
There was no resistance during succession	no	10(22.7)	26(59.1)	0 (0)	2(4.5)	6(13.7)	44(100)

When asked whether teachers are unhappy with the new administration 10(22.7%) principals agreed, 32(72.8%) disagreed and only 2(4.5%) were undecided. The finding suggests that majority of the principals felt that their staff were happy with their leadership.

In response to whether there was no resistance during succession 36(81.9%) principals agreed that there was no resistance during succession, 8(18.1%) disagreed. This finding suggests that majority of the principals agreed that there was no resistance to the succession.

4.4.2 Responses of Teachers on the Influence of Succession of Principals on Staff

Morale

Responses of the teachers were captured on different aspects of measuring staff morale as a result of the succession process. The responses are presented in table 4.7. The figures in brackets are the percentages of the respondents to the given item.

The teachers were asked to respond to statements on influence of succession of principals on staff morale.

Table 4.7: Teachers Responses on Influence of Succession on Staff Morale

S/N	SA	A	U	D	SD	Total (%)
Succession has reduced turnover of teachers	17(7.0)	91(37.6)	30(12.4)	85(35.1)	19(7.9)	242 (100)
Succession has improved teamwork	9(3.7)	114(47.1)	34(14.0)	70(28.9)	15(6.2)	242 (100)
Succession has improved teachers morale in the school	29(12.0)	82(33.9)	33(13.6)	83(34.3)	15(6.2)	242 (100)
Teachers are unhappy with new administration	23(9.5)	111(45.9)	24(9.9)	49(20.2)	35(14.5)	242 (100)
There was no resistance during succession	33(13.6)	86(35.5)	20(8.3)	75(31.0)	28(11.6)	242 (100)
New administration encourages staff development	32(13.2)	96(39.7)	34(14.0)	62(25.6)	18(7.4)	242 (100)

When the teachers were asked whether succession had reduced turnover of teachers, 108 (44.6%) teachers agreed, 104(43.0%) disagreed and 30(12.4%) were undecided. The finding suggests that to the individual teachers the status of staff turnover had barely remained the same.

In response to succession improving teamwork among teachers, 123(50.8%) teachers agreed 85(35.1%) disagreed and 34(14.1%) were undecided. This finding suggests that a majority of the teachers were of the view that succession had improved teamwork among teachers. This finding concurs with Senge's theory which asserts that for any organization to realize any meaningful results from change, it should embrace teamwork (Senge, 1990).

The teachers responded to the statement that succession has improved teachers morale in the school as follows; 111 (45.9%) agreed, 98 (40.5%) disagreed while 33 (13.6%) were undecided. This finding suggests that morale of teachers slightly improved and did not improve much as a result of succession. When asked whether teachers are unhappy with the new administration. The responses from the teachers indicated that 134 (55.4%) of them agreed that teachers were unhappy with the new administration, 84 (34.7%) disagreed with that view while 24 (9.9%) were undecided. The finding suggests that most teachers were not happy with the new administration

In response to whether there was any resistance during succession 119(49.1%) teachers agreed that there was no resistance during succession, 103 (42.6%) disagreed and 20 (8.3%) were undecided. This finding suggests that a good number of teachers agreed that

there was some resistance which means that succession was not very smooth. The teachers were asked whether the new administration encourages staff development, 128 (52.9%) agreed that the new administration in their schools encouraged staff development, 80 (33.1%) disagreed and 34 (14.0%) were undecided. This finding suggests that staff development has improved with the new administration.

From the qualitative data, there were varied responses towards the influences of succession on staff morale. Some respondents said that teachers are highly motivated and were encouraged to grow from within the school and therefore, succession had led to “improved teachers morale where we participate in seminars and workshops”.

However, still on this aspect, there are those teachers who still felt that staff morale is just average. Some teachers asserted that “...on teachers’ morale our expectations have not been fully realized”. This implies that what they had expected to result from the succession had not been achieved. This study finding is in agreement with Otieno (2012), who established that in a school where the principal is supportive, teachers experience lower levels of occupational pressure as compared to one where the principal is less supportive.

4.4.3 Responses of the Non -Teaching Staff on the Influence of Succession of Principals on staff morale

The non-teaching staff members made their responses on the influence of success on the morale of the teaching staff. The responses from the members of the non-teaching staff are presented in the table 4.8

Table 4.8: Non-Teaching Staff Responses on Influence of Succession on Staff Morale

S/N	SA	A	U	D	SD	Total (%)
The environment of working with the new administration is good	57(63.3)	12(13.3)	8(8.9)	13(14.5)	0(0)	90 (100)
Succession has improved workers morale	40(44.5)	5(5.6)	12(13.3)	12(13.3)	21(23.3)	90(100)
Succession has led to improved working conditions	24(26.7)	9(10.0)	20(22.2)	25(27.8)	12(13.3)	90(100)
There was no resistance during succession	21(23.3)	37(41.1)	4(4.5)	20(22.2)	8(8.9)	90(100)

When asked about the working environment with the new administration 69 (76.6%) of the non-teaching staff agreed that the work environment was good while 8 (8.9%) were undecided and 13 (14.4%) disagreed. This suggests that at least the working environment was good.

On improvement of workers morale 45 (50%) of the non-teaching staff agreed while 12 (13.3%) were undecided and 33 (36.7%) disagreed. This shows that for less than half of the workers their morale was still low.

In response to the workers working condition 33 (36.7%) non-teaching staff agreed that the working condition had improved while 20 (22.2%) were undecided and 37 (41.1%)

disagreed. This suggests that the working condition of the workers may not be good to the workers even after the succession.

In regard to how they received the new principal 58 (64.4%) non-teaching staff agreed that there was no resistance during succession while 8 (8.9%) were undecided and 24 (26.7%) disagreed. This implies that a portion of the non-teaching staff was not willing to receive the new principal but majority received them.

The responses from principals and teachers on the influence of succession of principals on staff morale indicated that there was still turnover of teachers. On improvement of teachers and workers morale below 50% of the teachers and workers agreed that their morale was good. There are still those who felt that teachers' morale was not to their expectation. This is similar to study finding that indicated; where succession has taken place and as a result there is a low morale on teachers, the teachers will resist change (Briggs & Richardson, 1992). However, according to Bartlett (2011) principals have the responsibility to motivate the staff to move towards the goals and they must be able to influence the staff to achieve those goals.

However, most Principals would expect so much from the staff and give little support

One of the interviewee noted; "Many principals don't give priority to staff welfare when they take over they expect a staff that is already motivated....."

It was also noted that not all new administration encouraged staff development. The responses indicated that majority of the teachers and non-teaching staff were not happy with the new administration and also there are those teachers who resisted the new

administrators. On the overall as much as the principals observed that staff morale was good but on the other hand the teachers were of the opinion that much more is needed by the new administration in regard to workers' morale.

4.5 Influence of Succession of Principals on the Performance of Schools in Co-Curricular Activities

The study objective number three sought to determine the influence of succession of principals on performance in co-curricular activities.

Table 4.9: Responses of Principals on influence of Succession on Co-curricular Activities

S/N		SA	A	U	D	SD	Total (%)
	Succession has maintained the school culture of excellence in co-curricular activities	12(27.2)	12 (27.2)	8 (18.2)	8(18.2)	4(9.1)	44(100)
	More students are motivated to participate in co-curricular activities than before	8(18.2)	22(50)	4(9.1)	10(22.7)	0(0)	44(100)
	The number of co-curricular activities participated in has increased	8(18.2)	24(54.5)	2(4.6)	10(22.7)	0(0)	44(100)
	Teachers are motivated to participate in co-curricular activities	10(22.7)	22(50)	2(4.6)	10(22.7)	0(0)	44(100)
Average score on Co-Curricular Activities							
	N	Mean	%Mean	SE	SD	CV	Skewnes
	44	4.0213	80.43%	0.0233	0.6761	0.155	0.7576

All the principals 44 (100%) principals and all the teachers 242 (100%) responded to the statements that sought to measure the perception of the respondents on the influence of succession of principals on the performance of schools in co-curricular activities.

The responses of the principals and the teachers on these items are presented on table 4.9 and table 4.10 respectively.

From table 4.9 it can be observed that 24 (54.5%) of the principals agreed that succession had maintained the school culture of excellence in co-curricular activities while 12 (27.3%) of principals disagreed. On the other hand, 8 (18.2%) of the principals were undecided. These findings suggest that a majority of the principals were of the view that succession had affected schools performance in co-curricular activities. With regard to more students being motivated to participate in co-curricular activities, 30 (68.2%) principals agreed that more students were motivated to participate in co-curricular activities after succession, while 10(22.7%) principals disagreed. Only 4(9.1%) principals were undecided. These findings suggest that most of the principals were of the view that more students were motivated to participate in co-curricular activities during the succession.

In response to increase of co-curricular activities as a result of succession, 32 (72.7%) principals agreed while 10 (22.7%) principals disagreed. On the other hand 2 (4.6%) principals were undecided. This finding suggest that majority of the principals were of the view that the number of co-curricular activities have increased during the succession.

The respondents' aggregate score of "Co-curricular activities" construct was computed as the simple average of the respective sub- constructs scores and the pertinent results are as

shown in Table 4.9 above. Results in Table 4.9 above reveal that the mean score for the items used to assess Co-curricular activities was 4.0213. The average mean score of 4.0213 (Agree) imply that co-curricular activities improved. The average score for standard error (SE) was 0.02133 while the average score for standard deviation (SD) was 0.6761 and the average score for Coefficient of Variation (CV) was 0.155. The average score for skewness was observed in the study as positively skewed (0.7576) and greater than zero which indicates that the construct is symmetrical. The results imply that Co-curricular activities are doing well in the sampled schools.

Table 4.10: Responses of Teachers on Influence of Succession on Co-Curricular Activities

S/N	SA	A	U	D	SD	Total (%)
Succession has maintained the school culture of excellence in co-curricular activities	33(13.6)	102(42.1)	5(2.1)	68(28.1)	34(14.1)	242 (100)
More students are motivated to participate in co-curricular activities than before	23(9.5)	108(44.6)	24(9.9)	49(20.3)	38(15.7)	242 (100)
The number of co-curricular activities participated in has increased	24(9.9)	80(33.1%)	19(7.9)	71(29.3)	48(19.8%)	242 (100)
Teachers are motivated to participate in co-curricular activities	10(4.1)	94(38.8)	24(9.9)	76(31.5)	38(15.7)	242 (100)

In response to whether teachers are motivated to participate in co-curricular activities 32(72.7%) principals agreed while 10(22.7%) principals disagreed and 2(4.6%) of them were undecided. This finding suggests that there is a difference in the perception of the principals on how motivated the teachers were to participate in co-curricular activities during the succession of principals. Majority of the principals were of the view that the teachers' motivation to participate in co-curricular activities had increased.

From table 4.10, it can be observed that 135 (55.7%) of teachers agreed that succession had maintained the school culture of excellence in co-curricular activities while 102 (42.1%) of the teachers disagreed. On the other hand, 5 (2.1%) teachers were undecided. These findings suggest majority of the teachers were of the view that succession affected schools performance in co-curricular activities. With regard to more students being motivated to participate in co-curricular activities, 131(54.1%) teachers agreed that more students were motivated to participate in co-curricular activities after succession, while 87(36.0%) teachers disagreed. Only 24(9.9%) teachers were undecided. These findings suggest that majority of the teachers were of the view that students were motivated to participate in co-curricular activities during succession although there were those students who were not interested in participating in the co-curricular activities.

In response to increase of co-curricular activities as a result of succession, 104(43.0%) of teachers agreed while 119(49.1%) teachers disagreed and 19(7.7%) teachers were undecided. This finding suggests that as much as the teachers were of the opinion that there is no increase in the number of co-curricular activities from what the former predecessor supported.

In response to whether teachers are motivated to participate in co-curricular activities, 104(43.0%) teachers agreed while 114(47.1%) teachers disagreed and 24(9.9%) teachers were undecided.

This finding suggests that there is a difference in the perception of the teachers on how the teachers' motivation to participate in co-curricular activities during the succession of principals. Majority of the teachers were of the view that succession had not motivated teachers to participate in co-curricular activities.

From the qualitative analysis the respondents were asked to identify the emphasis put on co-curricular activities before succession and after succession and the level they had attained; their responses are on table 4.11

Table 4.11: Comparison of Emphasis of Co-Curricular Activities before and after Succession

S/N	Before Succession			After succession		
	Activity	Frequency	Percentage (%)	Activity	Frequency	Percentage (%)
1.	Ball Games	94	38.8	Choir	102	42.1
2.	Choir	72	29.8	Ball Games	60	24.8
3.	Sports	38	15.7	Science Fair	50	20.7
4.	Drama	22	9.1	Sports/Athletics	21	8.7
5.	Science Fair	16	6.6	Drama	9	3.7
TOTAL		242	100	TOTAL	242	100

Most of the respondents ranked ball games as the co-curricular activity that was emphasized most before succession of principals and choir as the most emphasized after succession majorly of the respondents ranked science fair as the activity emphasized least before succession while drama was ranked the least emphasized after succession. The respondents suggested that drama as a co-curricular activity is very expensive and demanding therefore many schools do not put emphasis on learners' participation in drama. It was also observed that science fair was more emphasized after succession.

Table 4.12: Highest of Participation in Co-Curricular Activities

Level of Participation	Before succession	After succession
National	Ball games	Choir
Regional	Choir	Science Fair
County	Science Fair	Ball Games
Sub County	Drama	Sports/Athletics
Zonal	Sports/Athletics	Drama

When the teachers were asked whether there was consistence in this performance in co-curricular activities, majority 208 (85.9%) of them suggested that it was consistent while only 34 (14.1%) of them indicated that there was inconsistence in the performance in co-curricular activities. When asked on the reaction of the teachers towards succession, 157 (64.9%) of them indicated that there was positive response, 75 (30.9%) indicated mixed reaction while 10 (4.1%) teachers indicated that the reaction was neutral. This therefore implies that succession was not very smooth but with challenges.

In regard to the highest level of participation, most of the respondents indicated that ball game activities went up to regional level as the highest level of participation before succession. It was observed that after succession the choir activities presented large numbers at the national level. Most schools that participated in drama reached zonal levels both before and each after succession. From the qualitative analysis on the issues of co-curricular activities the teacher respondents had these to say those who were of the view that succession had enhanced participation in co-curricular activities responded that the new principal had given more support and allocation of more funds on the co-curricular activities. One of the teacher respondents observed that activities that were dormant before like choir had become active. Another one noted that support towards co-curriculum activities has made co-ordination of the activities easier; another one noted that the students' involvement in co-curricular activities remained the same after succession as it was before the succession. This implies there are new principals who seemed not to be bothered with any change in co-curricular activities.

Those teachers who were of the view that succession of principals did not enhance participation in co-curricular activities gave the following responses; “.....*participation in co-curricular activities is still low because finance is a big challenge in sub county schools.*” Another one said “.....*when it comes to co-curricular there is always the story of no finance in the school*”. This implies that availability of finance is a limiting factor to successful participation of schools co-curricular activities.

From the responses of the principals and the teachers on both the quantitative and qualitative items, it was evidenced that there were mixed views on the support the administrations were giving towards students' participation in co-curricular activities.

The responses on influence of succession of principal on the performance of co-curricular activities indicated that most schools maintained that more students were motivated to participate in co-curricular activities than before succession and teachers were of the view that the new principal did not increase co-curricular activities and also few teachers were motivated to participate in co-curricular activities. These therefore implies that in order for schools to increase co-curricular activities there is need for implementation of Odhiambo taskforce (R.O.K,2012) which recommended for a change in Kenya's education structure from 8-4-4 to 2-6-6-3 in order to focus on early identification and nurturing of talent in individual learners by the end of Junior secondary phase. The findings also show that ball games were most emphasized before succession. On contrary science fair was the least emphasized before conversion while drama was the least emphasized after conversion thus different principals put emphasis on different type of co-curricular activities. This finding concurs with the study findings which stated that there are schools in Kenya that have excelled in co-curricular activities depending on who is the principal (Abuga, 2013). The study also found out that in most schools ball games went up to regional level before succession but after succession choir took the lead. On contrary most schools participated in drama up to zonal level both before and after succession due to the costs involved especially in sub county schools. The performance of these co-curricular activities was constant.

The respondents indicated that ball games as a co-curricular activity was the most emphasized before succession and choir was the most emphasized co-curricular activity after succession. This could be because choir is less expensive compared to ball games. On the other hand drama was the least emphasized co-curricular activity after succession. This could be attributed to the expenses involved in drama. Science fair took third position among those co-curricular activities that were most emphasized; this could be because this activity has a lot of input in the alignment of education to vision 2030 where science, technology and innovations are the cornerstones.

The respondents indicated that more co-curricular activities were introduced and that the new administration supported these activities but on the other hand sub county schools' participation in co-curricular activities was low due to financial challenges. The respondents indicated that the participation of schools in the different co-curricular activities is an important way of developing talents among the students which in the long run contributes to their getting absorbed into the job market in recognition of their talents. The respondents were of the view that participation should be continued even after the competitive season is over to enhance the learners' talent. This view is in agreement with the study findings by Mayama and Odebero (2014) established that as much as co-curricular activities are organized from school level to national level, in some schools there is usually no much activity after the national festivals and therefore the identified talents in the learners are not developed and nurtured to greater heights.

The data from the respondents was subjected to regression analysis to determine if there was any significant influence of the type of succession on schools' performance in co-curricular activities. The choice of regression analysis was based on the following

assumptions; first was to ensure that the data meets the assumptions (Normality; homoscedasticity; outliers; and linearity) required before fitting a linear regression model. The test for the assumption of linear regression between Internal Succession and Co-curricular activities yielded the information displayed in the subsequent figures

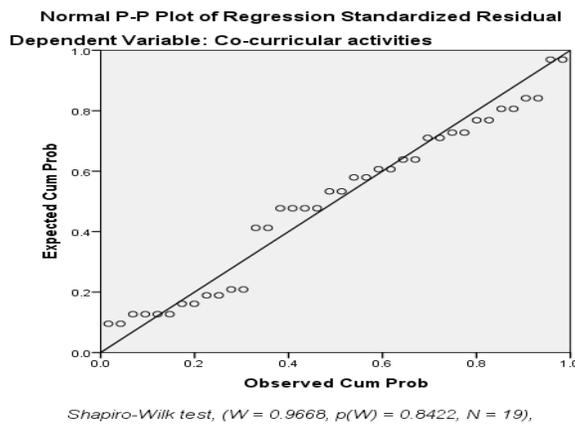


Figure 4.4: Normal p-p plot of regression standardized residual for “Internal Succession” variable

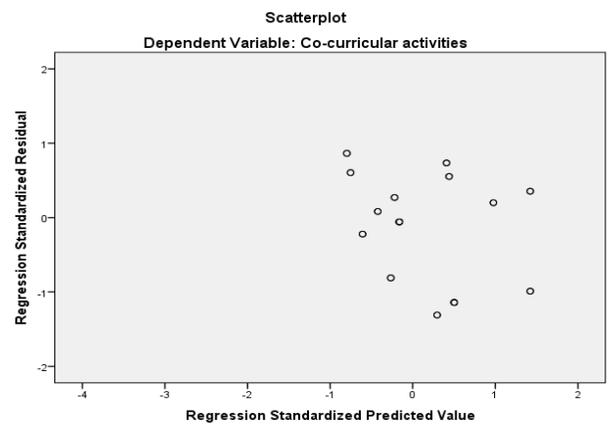


Figure 4.5: Scatter plot of the standardized residuals for “Internal Succession” variable

Linearity: In the Normal Probability Plot (as shown in figure 4.4, the points do lie in a reasonably straight diagonal line from bottom left to top right indicating linearity of the relationship.

Normality: From the results of Shapiro-Wilk test, ($N = 19$, $W = 0.9668$, $p = 0.8422$), it indicates that the residuals are normal thus assumption for normality is achieved (p-value of $0.8422 > 0.05$).

Homoscedasticity: From figure 4.5, the residuals are roughly rectangular distributed, with most of the scores concentrated in the Centre (along the point) and are not organized in any systematic manner thus suggesting that the assumption of homoscedasticity was not violated. None of the standardized residuals (as shown in figure 4.5) is more than 3.3 or less than -3.3 , indicating that there were no outliers in the dataset.

Test for the assumption of linear regression (Normality, homoscedasticity, outliers and linearity) between External Succession and Co-curricular activities

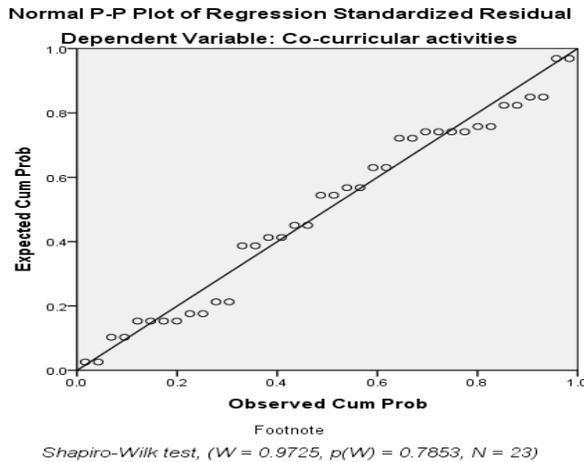


Fig. 4.6: Normal p-p plot of regression standardized residual for “External Succession” variable

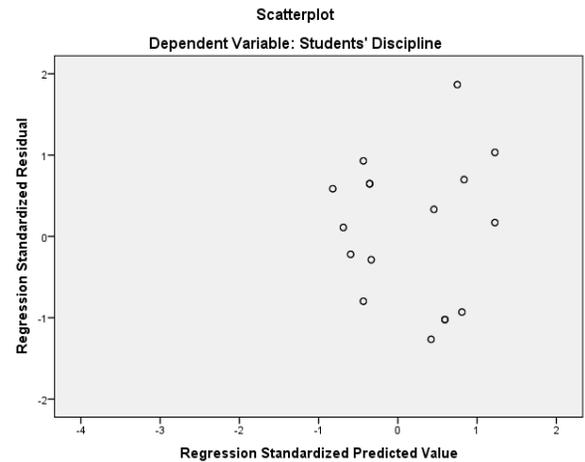


Fig. 4.7: Scatter plot of the standardized residuals for “External Succession” variable

Linearity: In the Normal Probability Plot (as shown in figure 4.6), the points do lie in a reasonably straight diagonal line from bottom left to top right indicating linearity of the relationship.

Normality: From the results of Shapiro-Wilk test, ($N = 19$, $W = 0.9725$, $p = 0.7853$), it indicates that the residuals are normal thus assumption for normality is achieved (p-value of $0.7853 > 0.05$).

Homoscedasticity: from figure 4.7, the residuals are roughly rectangular distributed, with most of the scores concentrated in the Centre (along the point) and are not organized in any systematic manner thus suggesting that the assumption of homoscedasticity was not violated. None of the standardized residuals (as shown in figure 4.7) is more than 3.3 or less than -3.3 , indicating that there were no outliers in the dataset.

Therefore, our dataset was found to meet all the necessary assumptions thus fit for linear regression modelling for both “Internal Succession” and “External Succession” independent variables.

The results of the regression that were obtained from analysis are presented in table 4.13.

Table 4.13: A Summary of the R and R Square and Adjusted R Square in the Linear Regression Analysis.

Model Summary					
Type of succession	Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
Internal Succession	1	.489 ^a	.239	.195	3.47615
External Succession	1	.566 ^a	.320	.287	2.49936

a. Predictors: (Constant), succession of principals

From table 4.13 it is evident that the adjusted R square is very low (.195) for internal succession and (.287) for external succession indicating that only 19.5 % of the variance in the dependent variable is explained by the independent variable in internal succession while only 28.7 % of the variance in the dependent variable is explained by the independent variable. This is further explained by the analysis of variance as displayed in table 4.14.

Table 4.14: Significance Level in the Regression Analysis

Type of succession	Model	ANOVA ^a			Mean Square	F	Sig.
		Sum of Squares	df				
Internal Succession	1	Regression	64.684	1	64.684	5.353	.033 ^b
		Residual	205.422	17	12.084		
		Total	270.105	18			
External Succession	1	Regression	61.687	1	61.687	9.875	.005 ^b
		Residual	131.183	21	6.247		
		Total	192.870	22			

a. Dependent Variable: co-curricular totals
b. Predictors: (Constant), succession of principals

From table 4.14 it is evident that there is a statistically significant relationship or influence of the dependent variable and the independent variable. For internal succession the significance value is .033 while for external succession the value is .005. The analysis is further shown through the determination of the Beta coefficient as shown in table 4.15.

Table 4.15: The Beta Coefficients in the Regression Analysis

Type of Succession	Model	Coefficients ^a			t	Sig.	
		Unstandardized Coefficients	Standardized Coefficients				
		B	Std. Error	Beta			
Internal Succession	1	(Constant)	3.061	2.972		1.030	.317
		succession	4.939	2.135	.489	2.314	.033
External Succession	1	(Constant)	3.246	1.811		1.792	.088
		succession	3.706	1.179	.566	3.142	.005

a. Dependent Variable: Co-curricular totals

The results indicate that the p value was 0.033 for internal succession and 0.005 for external succession at 0.05 alpha level of significance. This analysis indicated that whether the type of succession was internal or external, there was a significant relationship between succession of principals and schools' performance in co-curricular activities. For internal succession, the β coefficient is 0.489 while for external succession the β coefficient is 0.566. This implies that external succession had a more significant influence on schools' performance in co-curricular activities than internal succession. This can be attributed to the varied experiences the principal acquired from where he or she transferred from. From this analysis the first null hypothesis that stated that there was no statistically significant relationship between succession of school principals and performance in co-curricular activities was rejected. This finding concurs with succession management policy which stipulates that for one to be deployed to headship he or she must have excelled in co-curricular activities (ROK, 2007).

4.6 Influence of Succession of Principals on Schools' Academic Performance

The study objective number four sought to determine the influence of succession of principals on students' academic performance. All the principals 44 (100%) principals and all the teachers 242 (100%) responded to the statements that indicated the influence of succession on schools' academic performance.

When the principals were asked whether succession has led to improvement in KCSE performance, 36 (81.8%) of them agreed, 4 (9.1%) principal disagreed while 4 (9.1%) principals and 6(2.5%) teachers were undecided. These findings suggest that majority of

the principals were of the view that succession of principals led to improvement in students' academic performance.

In response to influence of succession on performance in mathematics and science 34 (77.2%) principals agreed that there was improvement in performance of mathematics and science, 6(13.7%) of them disagreed while 4 (9.1%) were undecided. These findings suggest that succession led to improvement in performance in mathematics and science.

Concerning students' enthusiasm to participate in class, 36 (81.8%) principals agreed, 4 (9.1%) principals were undecided while 4 (9.1%) disagreed. These findings, implies that majority of the principals were of the view that succession had resulted in students' being enthusiastic to participate in class work.

Table 4.16: Responses of Principals on the Influence of Succession of Principals on Students' Academic Performance

S/N		SA	A	U	D	SD	Total (%)
1	There is improvement in KCSE performance	16(36.4)	20(45.4)	4(9.1)	4(9.1)	0(0)	44(100)
2	There is improvement in Mathematics and Science	10(22.7)	24(54.5)	4(9.1)	6(13.7)	0(0)	44(100)
3	Students are enthusiastic to participate in classwork	.8(18.2)	28(63.7)	4(9.1)	2(4.5)	2(4.5)	44(100)
4	There is positive students' attitude towards academics	14(31.9)	24(54.5)	2(4.5)	4 (9.1)	0(0)	44(100)
5	There is improved students' performance in classwork	14(31.9)	20(45.4)	4(9.1)	.4(9.1)	2(4.5)	44(100)
6	Students actively participate in Science Fair	12(27.3)	18(40.9)	4(9.1)	6(13.6)	4(9.1)	44(100)
7	There is increased competition between students in class	12(27.3)	26(59.1)	4(9.1)	2(4.5)	0(0)	44(100)

In response to whether succession led to students positive attitude towards their academics, 38 (86.4%) principals agreed, 4(9.1%) of them disagreed while 2 (4.5%) were undecided. These findings suggest that to a majority of the principals succession of principals led to positive students' attitude towards academics.

When asked succession contributed to improved students' performance in class, 34 (77.2%) principals agreed, 6 (13.7%) of the principals disagreed while 4 (9.1%) of them were undecided. These findings suggest that majority of the principals were of the view that succession led to improved students' performance in class work

In response to whether succession had led to students actively participating in science fair 34(77.2%) of the principals agreed while 10(22.8%) of them disagreed and 4(9.1%) principals were undecided. These findings suggest that most of the principals were of the view that students' participation in science fair improved as a result of succession.

Concerning increased competition between students in class 38 (86.4%) principals agreed that succession increased competition between students in class, 2 (4.5%) of the principals and 4(9.1%) of them were undecided. These findings suggest that according to majority of the principals, competition between students in class increased as a result of succession.

Table 4.17: Responses of Teachers on the Influence of Succession of Principals on Students' Academic Performance

Statement	SA	A	U	D	SD	Total (%)
There is improvement in KCSE performance	108(44.6)	60(24.8)	6(2.5)	50(20.7)	18(7.4)	242(100)
There is improvement in Mathematics and Science	105(43.4)	65(26.9)	12(5.0)	46(19.0)	14(5.7)	242(100)
Students are enthusiastic to participate in classwork	87(36.0)	77(31.8)	24(9.9)	39(16.1)	15(6.2)	242(100)
There is positive students' attitude towards academics	99(40.9)	68(28.1)	24(9.9)	42(17.4)	9(3.7)	242(100)
There is improved students' performance in classwork	110(45.5)	63(26.0)	18(7.4)	36(14.9)	15(6.2)	242(100)
Students actively participate in Science Fair	71(29.4)	84(34.7)	25(10.3)	47(19.4)	15(6.2)	242(100)
There is increased competition between students in class	64(26.4)	97(40.1)	4(1.7)	53(21.9)	24(9.9)	242(100)

When asked whether succession has led to improvement in KCSE performance, 168 (69.4%) teachers agreed, 68 (28.1%) of them disagreed while 6(2.5%) were undecided.

These findings suggest that majority of the teachers were of the view that succession of principals led to improvement in students' academic performance. In response to influence of succession on performance in mathematics and science 170 (70.2%) of the teachers agreed that there was improvement in performance of mathematics and science, and 60 (24.8%) of them disagreed while 12 (5.0%) teachers were undecided. These findings suggest that majority of the teachers were of the view that succession led to improvement in performance in mathematics and science.

Concerning student's enthusiasm to participate in class, 164 (67.8%) teachers agreed, 24 (9.9%) were undecided while 54 (22.3%) disagreed. These findings, implies succession made students' to be enthusiastic to participate in classwork.

In response to whether succession led to students positive attitude towards academic 167 (69.9%) agreed, 51 (21.1%) teachers disagreed while 24 (9.9%) were undecided. These findings suggest that succession of principals led to positive students' attitude towards academics.

When asked succession contributed to improved students' performance in class, 173 (71.5%) agreed, and 51 (21.1%) teachers disagreed while 18 (7.4%) of them were undecided. These findings suggest that succession led to improved students' performance in class work.

In response to whether succession had led to students actively participating in science fair 155(64.1%) teachers agreed, 62(25.6%) disagreed while 25(10.3%) were undecided. These findings suggest that students' participation in science fair improved as a result of succession.

Concerning increased competition between students in class, 161(66.5%) teachers agreed that succession increased competition between students in class, and 77(31.8%) teachers disagreed while 4(1.7%) of them teachers were undecided. These findings suggest that competition between students in class increased as a result of succession.

From the descriptive analysis of the data, the responses from the principals and the teachers indicated that majority of each category of respondents were of the view that there was an improvement in the academic performance of the schools as a result of the succession of principals. The responses of the principals and the teachers indicated that succession of principals had led to improvement in students' academic performance in the national examinations and most notably there was improvement in the performance in mathematics and sciences. The analysis showed that succession of principals had resulted into students being enthusiastic to participate in classwork and more so the students had developed positive attitude towards academics.

There was improved participation of learners in science fair compared to before the succession. This could be attributed to the desire of the new administration seeking to achieve the social pillar of the vision 2030 that puts emphasis on innovations and research. The respondents indicated that succession had also led to enhanced competition among students in their class work. Overall, succession of principals led to positive influence on students' academic performance in the county. One of the interviewee asserted that "some of the schools where performance had stagnated, there is now improvement" This study suggests that succession of principals led to positive influence on students' academic performance, this could be because when a new principal takes

over and most likely change policies related to students' performance, these will boost the performance of low-achieving students (Figlio & Sass, 2010).

To establish if there was any significant difference between succession of principals and schools' academic performance, data from the document analysis on the mean scores of the schools before and after succession was subjected to further statistical analysis using the t-test. This analysis was carried out on this data considering the schools that had undergone internal succession and those that had undergone external succession. There were 20 schools that had undergone internal succession and 24 schools that had undergone external succession. The analysis yielded the results as displayed in the subsequent tables.

Table 4.18: Means and Standard deviation of the Schools' mean scores before and after succession

One-Sample Statistics				
Type of Succession	N	Mean	Std. Deviation	Std. Error Mean
Internal Succession	20	1.3635	.38683	.08650
External Succession	24	1.4638	.44306	.09044

Table 4.19: t-test for the Differences in the Mean Scores of the Schools before and after Succession

Type of Succession	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Internal Succession	15.76	19	.000	1.36350	1.1825	1.5445
External Succession	16.18	23	.000	1.46375	1.2767	1.6508

The t-test revealed that there was a significant influence of the type of succession of principals on students' academic performance. For both the internal succession and external succession a p value of 0.000 was obtained at $\alpha = 0.05$ level of significance. This indicated that there was a significant difference of the type of succession of principals on schools academic performance. Therefore the second null hypothesis that stated that there is no statistically significant difference of the succession of principals on schools academic performance was rejected. Therefore there was a significant difference in the schools performance in national examinations arising from the succession of principals.

The findings from this study indicate that succession of principals has had a positive influence on the performance of students in their academics. This finding is in agreement with study findings by Fitzel and D'Itu (1997) which found out that for institutions that exhibit poor academic performance, dismissing and replacing the school manager may lead to improved performance. The findings are however at variance with those by Kiptoo (2013) who established that there is no significant relationship between leadership

succession and academic performance. This could be attributed to difference in sampling, whereas Kiptoo sampled from a sub-county, this study sampled the whole county.

4.7 Influence of Succession of Principals on Students' Discipline

The study objective number five sought to determine the influence of succession of principals on students' discipline. All the principals 44 (100%) principals and all the teachers 242 (100%) responded to the following statements.

From the response on influence of succession on students' discipline 40(90.9%) principals agreed that students response to bells had improved while only 4(9.1%) of them disagreed. This implies that majority of the principals were of the view that with the new administration, there were positive changes in students' discipline.

In regard to cases of students sneaking 42(95.5%) principals agreed that there are minimal cases of students sneaking, and only 2(4.5%) of them disagreed. This suggested that cases of students sneaking were minimal.

Table 4.20: Principals' Responses on the Influence of Succession on Students'**Discipline**

Statement	SA	A	U	D	SD	Total (%)
Students' response to bells has improved	16 (36.4)	24 (54.5)	0 (0)	4 (9.1)	0 (0)	44(100)
There are minimal cases of students sneaking from school	10 (22.7)	32 (72.7)	0 (0)	2 (4.5)	0 (0)	44(100)
Theft cases have reduced in school	8 (18.2)	20 (45.5)	4 (9.1)	10 (22.7)	2 (4.5)	44(100)
Number of students with discipline cases in school have reduced	16 (36.4)	24 (54.5)	2 (4.5)	2 (4.5)	0 (0)	44(100)
Cases of students rudeness towards teachers are minimal	22 (50)	20 (45.5)	0 (0)	0 (0)	2 (4.5)	44(100)
The number of students who are suspended has increased	2 (4.5)	4 (9.1)	0 (0)	28 (63.6)	10 (22.7)	44(100)
Students' response to school rules and regulations has improved	12(27.2)	20 (45.5)	0 (0)	2 (4.5)	10 (22.7)	44(100)
The general students discipline has improved	10 (22.7)	22 (50)	0 (0)	8 (18.2)	4 (9.1)	44(100)

When asked whether theft cases had reduced in the schools, 28(63.7%) principals agreed, 12(27.2%) of them disagreed and only 4(9.1%) were undecided. This suggests that most of the principals were of the view that theft cases reduced during the succession.

Concerning the number of students with discipline cases 40(91%) principals agreed that the cases had reduced, 2(4.5%) principals and 2(4.5%) of them were undecided.

In regard to cases of students' rudeness to teachers, 42(95.5%) principals agreed that the cases were minimal, while only 2(4.5%) principals disagreed. This suggests that cases of student rudeness towards teachers had become minimal after succession.

In response to increase in the number of students who are suspended, 6(13.6%) principals agreed while 38(86.4%) of them disagreed.

When asked whether students' response to school rules and regulations had improved 32(72.7%) principals agreed while 12(27.3%) principals disagreed. This therefore suggests students improved their responses to school rules and regulations during succession. In regard to general students' discipline, 32(72.7%) principals agreed that students' discipline had improved while 12(27.3%) of them disagreed. This suggests that generally students' discipline improved as a result of succession.

The respondents' aggregate score of Students' Discipline construct was computed as the simple average of the respective sub- constructs scores and the pertinent results are as shown in Table 4.24 above. Results in Table 4.24 above reveal that the mean score for the ten statements used to assess Students' Discipline was 4.1721. The average mean score of 4.1721 (Agree) imply that majority of students seem to be disciplined. The average score for standard error (SE) was 0.0546 while the average score for standard

deviation (SD) was 0.6821 and the average score for Coefficient of Variation (CV) was 0.1560. The average score for skewness was observed in the study as positively skewed (0.7935) and greater than zero which indicates that the construct is asymmetrical. The results imply that majority of students in the schools seem to be disciplined.

Table 4.21: Teachers’ Responses on the Influence of Succession on Students’

Discipline

Statements	SA	A	U	D	SD	Total (%)
Students’ response to bells has improved	33(13.6)	105(43.4)	15(6.2)	75(31.0)	14(5.8)	242(100)
There are minimal cases of students sneaking from school	28 (11.6)	118(48.8)	10(4.1)	76(31.4)	110(4.1)	242(100)
Theft cases have reduced in school	20 (8.2)	104(43.0)	44(18.2)	55(22.7)	19(7.9)	242(100)
Number of students with discipline cases in school have reduced	20 (8.2)	113(46.7)	24(10)	56(23.1)	29(12.0)	242(100)
Cases of students rudeness towards teachers are minimal	33 (13.6)	105(43.4)	25(10.3)	51(21.1)	28(11.6)	242(100)
The number of students who are suspended has increased	24 (9.9)	76(31.4)	24(9.9)	99(40.9)	19(7.9)	242(100)
Students’ response to school rules and regulations has improved	32 (13.2)	101(41.7)	34(14.1)	61(25.2)	14(5.8)	242(100)
The general students discipline has improved	56 (23.2)	78(32.2)	47(19.4)	52(21.5)	9(3.7)	242(100)

From the response on influence of succession on students' discipline 138(57%) teachers agreed that students' response to bells had improve, 89(36.8%) teachers disagreed while only 15(6.2%) of the teachers were undecided. This implies that majority of the teachers were of the view that with new administration, there were positive changes in students' discipline. In regard to cases of students sneaking 146(60.3%) teachers agreed that there are minimal cases of students sneaking, 86(35.6%) teachers disagreed and only 10(4.1%) of teachers were undecided.

When asked whether theft cases had reduced in schools 124(51.2%) teachers agreed, 74(30.6%) teachers disagreed and 44(18.2%) teachers were undecided. This suggests that majority of the teachers were of the view that theft cases reduced during the new regime.

Concerning the number of students with discipline cases, 133(55%) teachers agreed that the disciplinary cases had reduced, while 24(9.9%) teachers were undecided on the level of disciplinary cases in the new regime in comparison to the previous one.

In regard to cases of students' rudeness to teachers, 138(57%) teachers agreed that the cases were minimal, 79(32.7%) teachers disagreed, and only 25 (10.3%) teachers were undecided. This suggests that majority of the teachers were of the view that cases of student rudeness towards teachers had become minimal after succession.

In response to increase in the number of students who are suspended 100(41.3%) teachers agreed while 118(48.8%) of them disagreed and only 24(9.9%) teachers were undecided.

When asked whether students response to school rules and regulations had improved 133(55%) teachers agreed while 75(31%) of them disagreed and only 34(14.1%) of the

teachers were undecided. This therefore suggests that majority of the teachers were of the view that students improved in their responses to school rules and regulations.

In regard to general students' discipline, 134(55.4%) teachers agreed that students' discipline had improved, while 61(25.2%) teachers disagreed and only 47(19.4%) of them were undecided. This suggests that majority of the teachers were of the view that generally students' discipline improved as a result of succession.

The responses on the influence of succession of principal on students discipline indicated that students' response to bells improved; there were minimal cases of students' sneaking, theft cases among students reduced as a result of succession. The result equally showed that the number of students with discipline cases reduced, there were minimal cases of students' rudeness towards teachers and the number of students who were suspended was minimal and similarly students' response to school rules and regulations improved.

From the responses of the principals and the teachers, it is observed that the respondents are of the view that succession of principals has contributed to an improvement in the students' discipline. The schools sponsor and education office noted that succession had improved students discipline especially for the schools whose discipline had gone down; change in management had a positive impact. The school sponsors observed that in most of the Schools students' discipline had improved except for one school that had persistently had strikes even in the new regime. This was attributed to the local school community's influence which wanted their own.

The responses from the non-teaching staff, members of the Boards of Management and the education office indicated that succession had led to improvement in students' discipline. The non-teaching staff indicated that discipline had gone up compared to the time before succession. This was collaborated by the responses of the members of the boards of management who indicated that there was positive influence of the succession on students' discipline. The findings of this study indicate that all the stakeholders concurred that succession had had a positive influence on students' discipline.

The data from the respondents was subjected to linear regression analysis to establish if there was any significant influence of the type of succession on students' discipline. The type of succession was categorized as internal succession and external succession. The analysis yielded the results as presented in the subsequent tables for the test for the assumption of linear regression (Normality, homoscedasticity, outliers and linearity) between Internal Succession and Students' discipline.

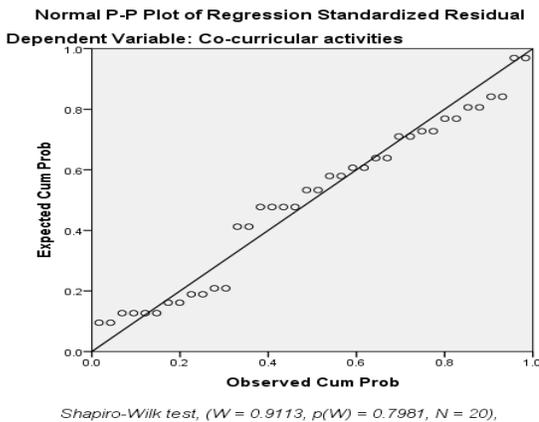


Figure 4.8: Normal p-p plot of regression standardized residual for “Internal Succession” variable

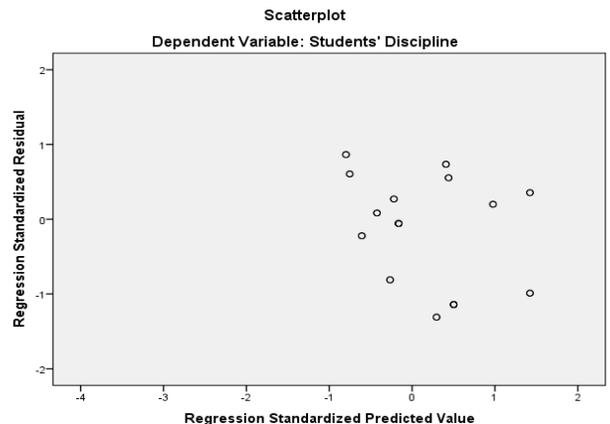


Figure 4.9: Scatter plot of the standardized residuals for “Internal Succession” variable

Linearity: In the Normal Probability Plot (as shown in figure 4.8), the points do lie in a reasonably straight diagonal line from bottom left to top right indicating linearity of the relationship.

Normality: From the results of Shapiro-Wilk test, ($N = 20$, $W = 0.9113$, $p = 0.8541$), it indicates that the residuals are normal thus assumption for normality is achieved (p-value of $0.7981 > 0.05$).

Homoscedasticity: From figure 4.9, the residuals are roughly rectangular distributed, with most of the scores concentrated in the Centre (along the point) and are not organized in any systematic manner thus suggesting that the assumption of homoscedasticity was not violated. None of the standardized residuals (as shown in figure 4.9) is more than 3.3 or less than -3.3 , indicating that there were no outliers in the dataset.

Test for the assumption of linear regression (Normality, homoscedasticity, outliers and linearity) between External Succession and Students' discipline

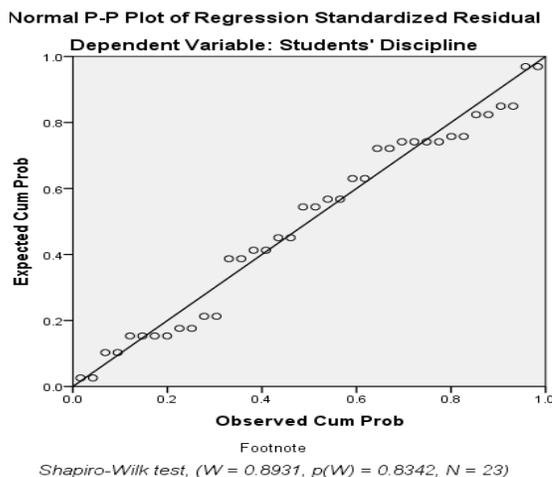


Figure 4.10: Normal p-p plot of regression standardized residual for “External Succession” variable

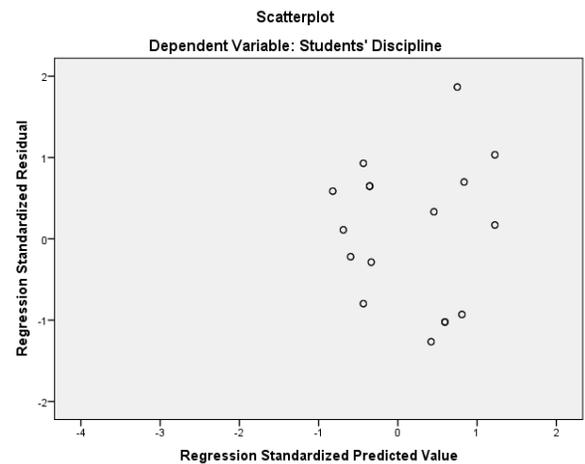


Figure 4.11: Scatter plot of the standardized residuals for “External Succession” variable

Linearity: In the Normal Probability Plot (as shown in figure 4.10), the points do lie in a reasonably straight diagonal line from bottom left to top right indicating linearity of the relationship.

Normality: From the results of Shapiro-Wilk test, ($N = 19$, $W = 0.8931$, $p = 0.8342$), it indicates that the residuals are normal thus assumption for normality is achieved (p-value of $0.8541 > 0.05$).

Homoscedasticity: From figure 4.11, the residuals are roughly rectangular distributed, with most of the scores concentrated in the Centre (along the point) and are not organized in any systematic manner thus suggesting that the assumption of homoscedasticity was not violated. None of the standardized residuals (as shown in figure 4.11) is more than 3.3 or less than -3.3 , indicating that there were no outliers in the dataset.

Therefore, our dataset was found to meet all the necessary assumptions thus fit for linear regression modelling for both “Internal Succession” and “External Succession” dependent variables

Table 4.22: A Summary of the R, R Square and Adjusted R Square in the Linear Regression Analysis

Model Summary					
Type of succession	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Internal Succession	1	.514 ^a	.264	.223	5.20485
External Succession	1	.006 ^a	.000	-.045	3.45720

a. Predictors: (Constant), Succession of Principals

From table 4.22 it is evident that the adjusted R square is very low (.223) for internal succession and (-.045) for external succession indicating that only 22.3 % of the variance

in the students' discipline is explained by the independent variable which is internal succession of principals while -4.5 % of the variance in the students' discipline is explained by the independent variable which is external succession of principals. This is further explained by the analysis of variance as displayed in table 4.23.

Table 4.23: Significance Level in Linear Regression Analysis

ANOVA ^a							
Type of Succession	Model		Sum of Squares	df	Mean Square	F	Sig.
Internal Succession	1	Regression	174.922	1	174.922	6.457	.020 ^b
		Residual	487.628	18	27.090		
		Total	662.550	19			
External Succession	1	Regression	.009	1	.009	.001	.979 ^b
		Residual	262.950	22	11.952		
		Total	262.958	23			

a. Dependent Variable: students' discipline totals
b. Predictors: (Constant), succession of principals

From table 4.22 it is evident that there is a statistically significant relationship or influence of the dependent variable which is students' discipline and the independent variable which is the internal succession of principals yielding a significance value of .020 while for external succession the analysis indicates that there is no statistically significant relationship of the dependent variable and the independent variable. The significance value obtained is .979. The analysis is further shown through the determination of the Beta coefficient as shown in table 4.24.

Table 4.24: The Beta Coefficients in the Linear Regression Analysis

Type of Succession	Model		Coefficients ^a			t	Sig.
			Unstandardized Coefficients	Standardized Coefficients			
			B	Std. Error	Beta		
Internal Succession	1	(Constant)	5.155	4.367		1.180	.253
		success	7.844	3.087	.514	2.541	.020
External Succession	1	(Constant)	14.645	2.484		5.896	.000
		success	.043	1.627	.006	.027	.979

a. Dependent Variable: students' discipline totals

The results indicate that the p value for the regression analysis at 0.05 alpha level of significance was 0.020 for internal succession and 0.979 for external succession. This analysis indicates that whereas there was a significant relationship between internal succession of principals and general discipline of students in the schools, the opposite was the case in the schools that experienced external succession. The β coefficient for internal succession was 0.514 while the β coefficient external succession was 0.006. These coefficients indicate that internal succession has a more significant relationship on students discipline than external succession. The findings indicate that the type of succession has an influence on the students' discipline.

These findings have a bearing on the findings that succession of principals is likely to lead to shifts in school culture, students' discipline and academic performance (Begley,

2003). From the findings of this present study it can be implied that the shift in the school discipline in the schools varies depending on whether the school had internal succession or external succession. This is likely to be as a result of the incoming principal being able to continue with the existing and already established norm of discipline if the succession is internal. For external succession, the incoming principal may wish to want to establish a new culture that is likely to face some resistance from the learners. The findings seem to agree with that by Iyaya (2015) who established that principals' leadership styles did not have a direct positive correlation to students' discipline. This could be because both studies used regression analysis, more so the study objective of this study to establish influence of succession on students' discipline was achieved.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of the study, the conclusions drawn from the findings and the recommendations based on the findings of the study. The summary of the findings is done in order of the research objectives. Finally the chapter ends with recommendations based on the findings and recommendations for further research.

5.2 Summary of the Study

The study was conducted in secondary schools that had undergone succession in Trans Nzoia County. The purpose of the study was to investigate the influence of the succession of principals on performance of secondary schools in Trans Nzoia County in Kenya. The objectives of the study were to; establish the factors that influence the succession of principals in secondary schools in Trans-Nzoia County, establish the influence of the succession of principals on the staff morale, establish the influence of the succession of principals on schools' performance in co-curricular activities, determine the influence of the succession of principals on the schools' academic performance and establish the influence of succession of principals on students' discipline.

Succession of schools was categorized as either internal succession which involved promotion of a deputy from the same school to the position of principal or external succession which involved transferring a principal or deputy from another school to the

position of principal in another school. The study sought to test three null hypotheses which are listed as below;

HO₁: There is no statistically significant relationship between succession of principals and schools' performance in co-curricular activities

HO₂: There is no statistically significant difference in the schools' academic performance before and after succession of principals

HO₃: There is no statistically significant relationship between succession of principals and students' discipline

The study was based on Peter Senge's change theory which hypothesizes that embracing meaningful change strategies is essential for any organization to realize its goals and objectives.

In chapter two the literature related to study was reviewed in line with the study objectives; the literature was obtained from various sources including books, journals internet, magazines and policy documents. The reviewed literature indicated that there were varied views on how succession of principals affected schools' performance in terms of students' academic performance, discipline, staff morale and schools performance in co-curricular activities in the different locations where studies had been carried out. The reviewed literature was critiqued and this therefore identified the gap for this study to fill by specifically seeking to find out how succession of principals in Trans Nzoia County impacted on these variables.

Chapter three dealt with the research methodology that included the research design, study population, sampling techniques and sample size. The respondents to the study were principals and teachers from the schools that have experienced succession and

members of the boards of management who had served in those schools in the two regimes and additionally the quality assurance officers from the ministry of education in the county. Data was collected using questionnaires, document analysis and interview schedules. The data was analyzed using both descriptive and inferential statistics. The conclusions of the findings of the study are presented in the subsequent section.

5.3 Summary of the Findings

The following is a summary of the findings of the study in line with the research objectives.

5.3.1 Factors that Lead to the Succession of Principals

The first objective of the study sought to establish the factors that led to the succession of principals in Trans Nzoia County. The study findings established that the following factors led to succession of Principals;

- i. Normal transfers and promotion process of teachers initiated by the TSC
- ii. Prevailing poor performance of students in national examinations in the affected schools
- iii. Students' indiscipline in the affected schools
- iv. Political interference in the management of the schools
- v. Natural attrition resulting from death of the incumbent or retirement.

The findings of the study on the respondents' view of the level of involvement of stakeholders in the succession of principals revealed that in order of their involvement that the most significant stakeholder involved in the succession process was the education

office followed by the Boards of Management, the sponsors and lastly, the politicians and the local community.

5.3.2 Influence of Succession of Principals on Staff Morale

The second objective sought to establish the influence of succession of principals on staff morale. The findings of the study established that the turnover of teachers had virtually remained the same before and after the succession of principals in the affected schools; further, it was found that to a small extent there was resistance to the new administration particularly when the type of succession was an external succession. However, it was established that the type of succession whether internal or external had no influence on the level of morale for the staff in the affected schools. The findings further established that the new administrations had embarked on staff development as a means of enhancing staff morale.

5.3.3 Influence of Succession of Principals on Schools' Performance in Co-Curricular Activities

The third objective sought to determine the influence of the succession of principals on the schools' performance in co-curricular activities. The study established that succession of school principals had led to an increase in the number of co-curricular activities that students were engaged in and that this led to an increase in the motivation of students to participate in the activities. The findings further established that the co-curricular activities most emphasized were; ball games, choir and science fair. It was indicated by the respondents that in these activities the participants reached the national level. The

findings indicated that for both internal and external succession, there was significant influence of the succession on the schools' performance in co-curricular activities. The results for the regression analysis indicated that the p value for internal succession was 0.033 while that for external succession was 0.005 at 0.05 alpha level of significance. For internal succession, the beta coefficient was ($\beta = 0.489$) while for external succession the coefficient was ($\beta = 0.566$). This implies that external succession had a more significant influence on schools' performance in co-curricular activities than internal succession. This finding led to the rejection of the null hypothesis H_{01} which stated that there is no statistically significant relationship between succession of principals and the schools' performance in co-curricular activities.

5.3.4 Influence of Succession of Principals on Schools' Academic Performance

The fourth objective sought to establish the influence of succession of principals on schools academic performance. The study findings established that the succession of principals led to increased students' enthusiasm to participate in class work and that generally students had developed a positive attitude towards their academic work. On the overall it was established that there was increased competition among students in their classwork and more so the academic performance in the affected schools improved as a result of the succession. The t-test analysis revealed that whether the succession of principals was internal or external succession the p value of 0.000 was obtained at $\alpha = 0.05$ level of significance. This indicated that there was a significant difference of either type of succession of principals on schools' academic performance. The null hypothesis H_{02} which stated that there is no statistically significant difference in the schools'

academic performance before and after succession of principals was rejected as indicated by the evidence of this analysis. This therefore means that succession of principals had a significant difference on schools' academic performance.

5.3.5 Influence of Succession of Principals on Students' Discipline

The fifth objective sought to establish the influence of succession of principals on students' discipline. The study finding established that succession of principals led to improvement of students' discipline. It was reported that cases of students serving suspension or expulsion on disciplinary grounds reduced drastically. The students' response to bells and general time management improved appreciably as a result of the succession.

The results from the regression analysis indicated that the p value for internal succession was 0.033 while that for external succession was 0.005 at $\alpha = 0.05$ level of significance. For internal succession, the beta coefficient was ($\beta = 0.514$) while for external succession the coefficient was ($\beta = 0.006$). The findings indicated that whereas there was a significant relationship of the internal succession of principals on the general discipline of students in the schools, the opposite was the case in the schools that experienced external succession. The findings indicated that internal succession has a more significant relation on students' discipline than external succession. The findings indicate that the type of succession has an influence on the students' discipline.

The null hypothesis H_{03} which stated that there is no statistically significant relationship between succession of principals and students' discipline was rejected for internal succession but failed to reject for external succession.

5.4 Conclusions of the Study

Succession of principals in schools is a matter of concern as it is a means of perpetuating proper leadership that leads to realization of institutional goals. In Trans Nzoia County there have been schools that have had succession. From the study it was concluded that the following factors were identified as having led to succession in order of significance were; normal transfers and promotions by the TSC, poor performance of students in national examinations, students' indiscipline in the affected schools, political interference and natural attrition. Therefore TSC is key to any promotion process. There was no evidence of positive influence of succession of principals on the morale of staff in the affected schools whether the succession was internal or external. From the correlation analysis, there was evidence of succession of principals having influence on schools' academic performance, more so, the study concludes that internal succession had more influence on students' discipline than external succession and lastly succession had influence on schools' performance in co-curricular activities. From the study it is concluded that succession of principals had positive influence on the performance of schools.

5.5 Recommendations of the Study

Based on the above conclusions of the study the following recommendations are made in line with the findings of the study;

- (i) The Teachers Service Commission Succession Management Policy should be embraced at all times during succession of principals and all stakeholders should be sensitized about its existence to avoid meddling and interference in operations in schools
- (ii) School principals should come up with strategies to motivate teachers in their schools to work towards enhancement of school target performance.
- (iii) The government and the management of the schools should fully support the development of co-curricular activities since they contribute to the development of an all-round student who can fit in society and make positive contribution to national development.
- (iv) The government should enhance the funding of co-curricular activities in schools to enable development of talents and skills amongst students as it opens an opportunity for the learners to gainful self -employment after school.
- (v) Internal succession should be encouraged for purposes of enhancing discipline in schools.

5.6 Recommendations for Further Research

The following are recommended as areas for further research

- (i) A study on school type and the management of dynamics of successions of Principals
- (ii) The study can be replicated in public primary schools to establish the influences of succession in the schools' on schools performance.

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APPENDICES

Appendix A: Questionnaire for Principals

Dear respondent,

This questionnaire is aimed at getting your honest views on the influences of succession on performance in secondary schools in Trans Nzoia County. As a member and therefore a participant in the activities in one of, your views will be very much appreciated. The information you give will be handled with utmost confidentiality. Thank you so much.

Section A

Background information

Kindly respond to the following questions by putting a tick in the spaces provided.

1. State the classification of your school

National extra county county district

2. State the type of your school

Boysboarding Girlsboarding mixedboarding mixedday boysday girlsday

3. State your age bracket

20-30 31-40 41-50 51-60

4. State your highest academic qualifications

Diploma in Education B.Ed BA/BSC with PGDE M.ED other qualification (specify).....

5. State your teaching experience

6-10 years 11-15years 16-20years 21-25years over 26 years

6. State your designation

Principal Deputy Principal

7. For how long have you been in this designation in this school?

1-5 years () 6-10 years () 11-15 years () 16-20 years () 21-25 years () over 26 years ()

8. What was your designation before coming into your present designation in this

school?.....

.....

9. Was your promotion an internal or external promotion?

.....

PART TWO

Factors that Influence Succession of Principals

10. The following are some of the possible factors that may influence the succession of principals in schools. Put a tick against the one you feel is appropriate for the succession that was experienced in your school.

- i. Poor performance of students in KCSE []
- ii. Students' indiscipline []
- iii. Natural attrition through death or retirement []
- iv. Normal TSC transfer []
- v. Overstaying of principal in one station []
- vi. Political interference []
- vii. Promotion of deputy to principal's position []

Any other factor(s) (specify).....

11. Please respond by ticking in the appropriate box your preferred opinion for every item given. The following abbreviations will be used to describe the opinion.

SA: Strongly Agree A: Agree U: Undecided D: Disagree SD: Strongly Disagree respectively.

S/N	SECTION A: SUCCESSION AND STAFF MORALE	SA	A	U	D	SD
a)	Succession has reduced turnover of teachers					
b)	Succession has improved teamwork among teachers					
c)	Teachers are positive about the new changes introduced by the new administration					
d)	Teachers are unhappy with the new administration					
e)	There was no resistance during succession					
f)	The new administration is generally supported by young staff members					

12. Please respond by ticking in the appropriate box your preferred opinion for every item given.

S/N	SECTION B: SUCCESSION AND PERFORMANCE OF CO-CURRICULAR ACTIVITIES	SA	A	U	D	SD
a)	Succession has maintained the school culture of Excellence in co-curricular activities					
b)	More students are motivated to participate in co-curricular activities than before					
c)	The number of co-curricular activities participated in has increased					
d)	Teachers are motivated to participate in co-curricular activities					

13. Please respond by ticking in the appropriate box your preferred opinion for every item given.

S/N	SECTION D: SUCCESSION AND STUDENTS' ACADEMIC PERFORMANCE	SA	A	U	D	SD
a)	There is improvement in KCSE performance					
b)	There is improvement in performance in mathematics and science					
c)	Students are enthusiastic to participate in class work					
d)	There is positive students' attitude towards academics					
e)	There is improved students' performance in class work					
f)	Students actively participate in science fair					
g)	There is increased competition between students in class					

14. Please respond by ticking in the appropriate box your preferred opinion for every item given.

S/N	SECTION E: SUCCESSION AND STUDENTS' DISCIPLINE	SA	A	U	D	SD
a)	Students response to bells has improved					
b)	There are minimal cases of students sneaking					
c)	Theft cases have reduced in school					
d)	The number of students with discipline cases has reduced					
e)	Cases of students rudeness towards teachers are minimal					
f)	The number of students who are suspended has increased					
g)	Students response to school rules and regulations has improved					
h)	The general students' discipline has improved					

PART THREE

15. What factors influenced succession_____

16. What were there responses of teachers, non-teaching staff and parents when you took over? _____

17. List some of the achievements the school has attained during your tenure?

18. Comment on the performance of co-curricular activities during your tenure?

19. What were some challenges you experienced when taking over _____

20. How is the students' discipline compared to the former regime?

Appendix B: Questionnaire for Teachers

Dear respondent,

This questionnaire is aimed at getting your honest views on the influences of succession on performance in secondary schools in Trans Nzoia County. As a member and therefore a participant in the activities in one of the schools that have experienced succession, your views will be very much appreciated. The information you give will be handled with utmost confidentiality. Thank you so much.

Section A

Background information

Kindly respond to the following questions by putting a tick in the space provided.

1. State the classification of your school

National () extra county () county () Sub County ()

2. State the type of your school

Boys boarding () Girls boarding () mixed boarding () mixed day () boys day () girls day ()

3. State your age bracket

20-30 () 31-40 () 41-50 () 51-60 () over 60 years () State your academic

qualifications

Diploma in Education () BED () BA/BSC with PGDE () M.ED () other qualification (specify)

4. State your teaching experience 6-10years () 11-15years () 16-20years () 21-25years () over 26 years ()

5. State your designation. Head of Department() Director of studies ()Assistant Teacher()
6. For how long have you been in this station?
- 1-5years () 6-10years ()11-15years ()16-20years ()21-25years () over 26 years ()

PART TWO

7. Factors that Influence Succession of Principals

The following are some of the possible factors that may influence the succession of principals in schools. Put a tick against the one you feel is appropriate for the succession that was experienced in your school.

- i. Poor performance of students in KCSE []
- ii. Students' indiscipline []
- iii. Natural attrition through death or retirement []
- iv. Normal TSC transfer []
- v. Overstaying of principal in one station []
- vi. Political interference []
- vii. Promotion of deputy to principal's position []
- viii. Any other factor(s) (specify).....

Please respond by ticking in the appropriate box your referred opinion for every item given. The following abbreviations will be used to describe the opinion.

SA :Strongly Agree A:Agree U:Undecided D:Disagree SD: Strongly Disagree respectively.

8	SECTION A: INFLUENCE OF SUCCESSION ON STAFF MORALE	SA	A	U	D	SD
a)	Succession has improved teamwork among the staff					
b)	Succession has reduced turnover of the teaching staff					
c)	Succession has improved teachers' morale in the school					
d)	The new administration encourages staff to participate in staff development programmes					
e)	There was no resistance during succession					
f)	Succession was based on qualification and competence					
9	SECTION B: INFLUENCE OF SUCCESSION ON PERFORMANCE IN THE CO-CURRICULAR ACTIVITIES	SA	A	U	D	SD
a)	Succession has maintained the school culture of Excellency in co-curricular activities					
b)	More students are motivated to participate in co-curricular activities than before					
c)	The number of co-curricular activities participated in has increased					
d)	Teachers are motivated to participate in co-curricular activities					

10	SECTION D: INFLUENCE OF SUCCESSION ON STUDENTS' ACADEMIC PERFORMANCE	SA	A	U	D	SD
a)	There is improvement in KCSE performance					
b)	There is improvement in performance in mathematics and science					
c)	Students are enthusiastic to participate in class work					
d)	There is positive students' attitude towards academics					
e)	There is improved students' performance in class work					
f)	Students actively participate in science fair					
g)	There is increased competition between students in class					

11	SECTION E: INFLUENCE OF SUCCESSION ON STUDENTS' DISCIPLINE	SA	A	U	D	SD
a)	Students response to bells has improved					
b)	There are minimal cases of students sneaking					
c)	Theft cases have reduced in school					
d)	The number of students with discipline cases has reduced					
e)	Cases of students rudeness towards teachers are minimal					
f)	The number of students who are suspended has increased					
g)	Students response to school rules and regulations has improved					
h)	The general students' discipline has improved					

PART THREE

12. Rank the emphasis put on the following activities in the school before succession(rank the most emphasized as 1 and the least as 5)

Ballgames() Sports – Athletics() Choir() Drama() Science Fair()

13. What was the highest level of participation in the activities ranked above?

Indicate whether Nationals (1), Regional (2), County (3), District (4) or Zonal (5)

Ballgames() Sports – Athletics () Choir () Drama () Science Fair()

14. How consistent was the performance in these activities. (Tick the one applicable)

Consistent() Not consistent()

15. Rank the emphasis put on participation in the listed activities after succession

(Rank the most emphasized as 1 and the least as 5)

Ball games () Sports – Athletics () Choir () Drama () Science Fare ()

16. What is the highest level of participation in the activities ranked above?

Indicate whether Nationals (1), Regional (2), County (3), District (4) or Zonal (5)

Ball games () Sports – Athletics () Choir () Drama () Science Fare ()

17. Do you think succession has played any part in enhancing participation in the listed activities?

18. Explain your answer

19. List factors that influenced succession of principals.....

20. Comment on how succession has impacted on teachers' morale?

21. How has succession of principal impacted on students' discipline?

22. How has succession of Principal impacted on students' academic performance?

23. What were the responses of teachers towards the new principal?

Appendix C: Questionnaire for Non-Teaching Staff

Dear respondent,

This questionnaire is aimed at getting your honest views on the influences of succession on performance in secondary schools in Trans Nzoia County .As a member and therefore a participant in the activities in one of the schools that have experienced succession, your views will be very much appreciated. The information you give will be handled with utmost confidentiality .Thank you so much.

Section A

Background information

1. Kindly respond to the following questions by putting a tick in the spaces provided.

2. State the classification of your school

National () extra county () county () district ()

3. State the type of your school

Boy boarding () Girls boarding () mixed boarding () mixed day () boys day () girls day ()

4. State your age bracket 20-30() 31-40() 41-50()51-60() over 60 years ()

5. State your level of education

Primary () Secondary () Post-Secondary Certificate () Diploma ()Other qualification(specify).....

..

6. State your designation in the school

Bursar () Accounts Clerk () Secretary () Matron () School Nurse () Cateress ()

Security Officer ()

7. For how long have you been in the school?

1-5years () 6-10 years() 11-15years() 16-20years() 21-25years() over 25 years ()

PART TWO

Please respond by ticking in the appropriate box your preferred opinion for every item given. The following abbreviations will be used to describe the opinion.

SA: Strongly Agree A: Agree U: Undecided D: Disagree SD: Strongly

Disagree respectively

8	SECTION A: INFLUENCE OF SUCCESSION ON STAFF MORALE	SA	A	U	D	SD
a)	The environment of working with the new administrator is good					
b)	Succession has led to improvement in students' academic performance					
c)	Succession has improved workers' morale in the school					
d)	Succession has led to workers having good working conditions					
e)	There was no resistance during succession					
f)	The new administrator has encouraged team work					

PART THREE

9. Which of the following attributes suit the former administrator (tick the applicable attribute(s))

- a. Team player { }
- b. Emotional { }
- c. Sociable { }
- d. Discriminative { }

- e. Understanding {}
- f. Self- centered {}
- g. Honest {}
- h. Arrogant {}
- i. Visionary {}
- j. Indecisive {}

10. Which of the following attributes suit the current administrator (tick the applicable attribute(s))

- a. Team player {}
- b. Emotional {}
- c. Sociable {}
- d. Discriminative {}
- e. Understanding {}
- f. Self-centered {}
- g. Honest {}
- h. Arrogant {}
- i. Visionary {}
- j. Indecisive {}

11. Comment on the general performance of:-

- i. Former Administration.....
- ii. Current administration

12. Comment on the performance in co-curricular activities during the;

- i. Former Administration.....

ii. Current Administration.....

13. Comment on the school academic performance of:-

iii. Former Administration.....

iv. Current administration

14. Comment on the students discipline during the;

i. Former Administration.....

ii. Current administration

Appendix D: Questionnaire for Board of Management

Dear respondent,

This questionnaire is aimed at getting your honest views on the influences of succession on performance of secondary schools in Trans Nzoia County. As a member and therefore a participant in the activities in the schools that have experienced succession, your views will be very much appreciated. The information you give be handled with utmost confidentiality. Thank you so much.

1. State the classification of your school National () extra county () county () district ()
2. State the type of your school Boys boarding () Girls boarding () mixed boarding () mixed day () boys day () girls day ()
3. State your level of education Primary () Secondary () Post-Secondary Certificate () Diploma () Other qualification (specify).....
4. What position do you hold on the school Management Board?
5. State the duration in the present position Below 3 years () 3-6 years () 6-9 years () over 9 years ()

PART II

6. What is your opinion on succession of principals.....
7. In your view, how has succession affected the co-curricular activities in your school
8. State any role you play in the succession of principals
9. Comment on the influences of succession on students' academic performance in your school
10. Comment on the influence of succession on students discipline in your school

Appendix E: Interview Schedule (For Sponsors/Education Office)

1. How many schools under your jurisdiction have had succession in the last 10 years?
2. What is your role in the succession of school principals?
3. What major credentials do you consider for one to merit a position in case of a vacancy in a school in your jurisdiction?
4. What challenges do you experience when succession takes place in schools within your jurisdiction?
5. What are some of the strengths of succession in the affected schools?
6. How has succession impacted on schools' academic performance?
7. How has succession impacted on students' discipline in the affected schools?
8. How has succession affected the staff morale of the affected schools?

Appendix F: Document Analysis

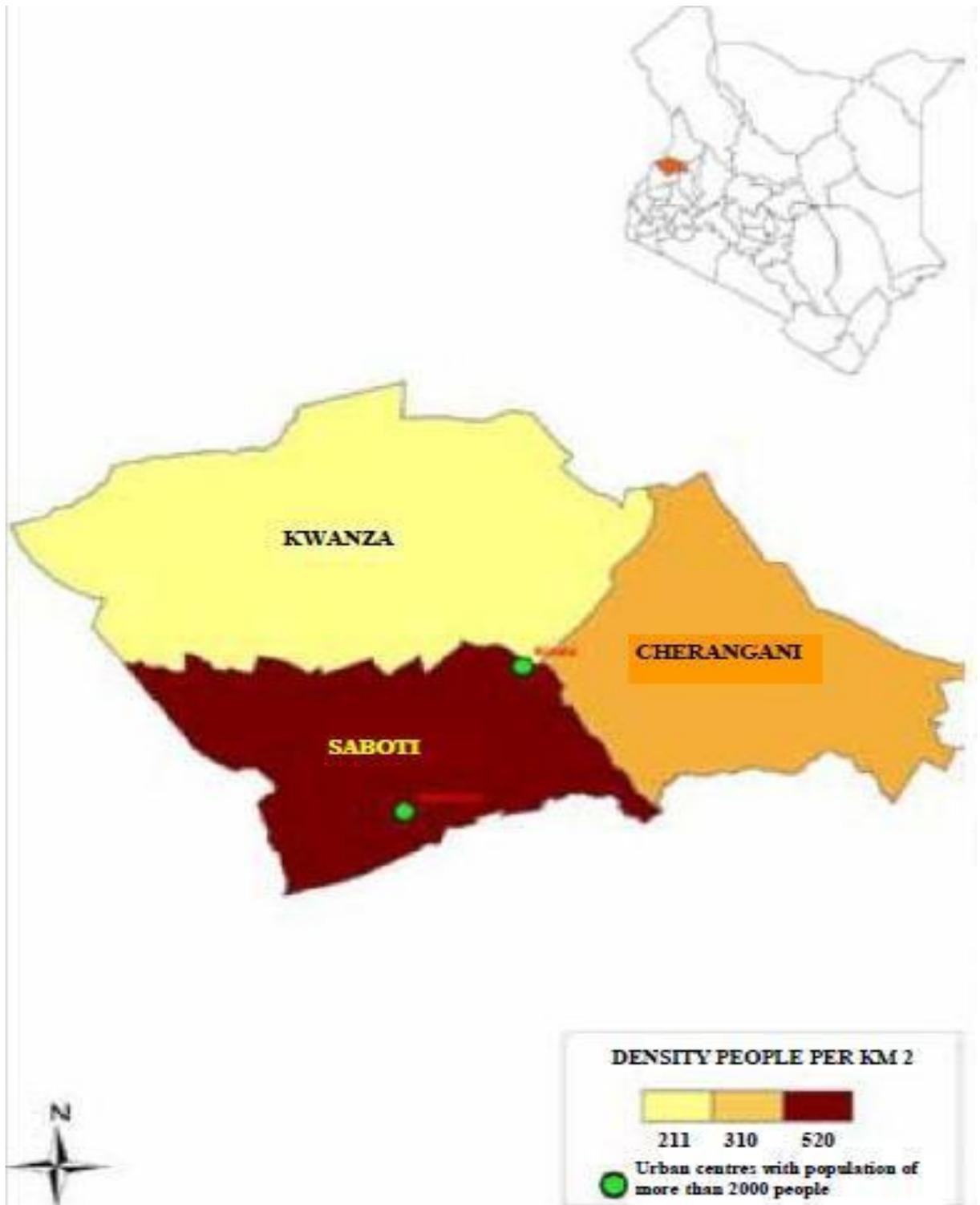
Education office

1. KCSE results
2. County Mock Results
3. Records of Succession of principals/deputies
4. Records of school performance in co-curricular activities

Schools

1. KCSE Results
2. Mock Results
3. Records of performance in co-curricular activities/ Certificate attained

Appendix G: Map of Trans Nzoia County



Appendix H: Approval of Proposal



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

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Kenya

Office of the Dean (School of Graduate Studies)

Ref: MMU/COR: 509079

Date: 24th October, 2016

Jane Baraza
EPM/H/04/12
P.O. Box 190-50100
KAKAMEGA

Dear Ms. Baraza

RE: APPROVAL OF PROPOSAL

Following communication from the Departmental Graduate Studies Committee and the Faculty Graduate Studies Committee, I am pleased to inform you that the Board of the School of Graduate Studies meeting held on 4th September, 2016 considered and approved your PHD proposal entitled: *"Succession of Principals and its Influence on Schools Performance in Trans Nzoia County, Kenya"* and appointed the following as supervisors:

1. Dr. Lydia Wamocha - Department of Educational Planning and Management- MMUST
2. Dr. Moses Poipoi - Department of Educational Psychology - MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Dean SGS. Such reports should be copied to the following: Chairman, Faculty of Education and Social Sciences Graduate Studies Committee and Chairman, Educational Planning and Management. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of three years from the date of registration to complete your PHD thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,

PROF. HENRY KEMONI
EXECUTIVE DEAN, SCHOOL OF GRADUATE STUDIES

Appendix I: Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/97627/15281**

Date:
13th February, 2017

Jane Nasambu Barasa
Masinde Muliro University of
Science and Technology
P.O. Box 190-50100
KAKAMEGA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Succession of principals and its influence on seceondary school performace in Transnzoia County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Transnzoia County** for the period ending **10th February, 2018.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Transnzoia County.

The County Director of Education
Transnzoia County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix J: Research Permit

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/17/97627/15281**

MS. JANE NASAMBU BARASA **Date Of Issue : 13th February, 2017**

of MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY, 2721-30200 **Fee Received :Ksh 2000**

KITALE, has been permitted to conduct

research in Transzoia County

on the topic: SUCCESSION OF

PRINCIPALS AND ITS INFLUENCE ON

SECEONDARY SCHOOL PERFORMANCE IN

TRANSZOIA COUNTY, KENYA

for the period ending:

11th February, 2018

.....

Applicant's Signature

Director General

National Commission for Science, Technology & Innovation

