



The Role of Strategic Leadership on Academic Performance of Secondary Schools in Kenya: A Case Study of Nakuru County

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Abstract

The importance of leadership in school academic performance has been noted by diverse scholars. This is because the leadership is involved in stakeholder management, resources mobilization and deployment, motivation of teachers, maintaining of school discipline levels, elimination of drug abuse menace, and policy formulation. The role of strategic leadership is even more critical within the secondary schools' system in order to achieve and maintain sustainable academic performance. The impact of strategic leadership and academic performance is illustrated through diverse schools in the country. This study examined the role of strategic leadership in academic performance of secondary schools in Nakuru County. In particular, the study examined the role of discipline levels management, resources mobilization, stakeholder management, and strategy execution on academic performance. This study used the resource-based view and dynamic capabilities theory for theoretical review. In the context of research design, the descriptive research design was utilized. The targeted population for the secondary schools in Nakuru County was 338 schools while that of teachers was 8,400 teachers. A sample size of 99 respondents calculated using the Naissuma formula was used for the study. Data collection was undertaken using questionnaire. The means, frequency distributions, standard deviations and inferential statistics that is multiple linear regression was utilized for this study. The regression model had an R Square value of 0.805, which indicated that 80.5% of the variation in academic performance in secondary schools in Nakuru County were explained by discipline levels management, resources mobilization, stakeholder management and strategy execution. The study concluded that academic performance of secondary schools in Nakuru County can be predicted using discipline levels management, resources mobilization, stakeholder management and strategy execution. Diverse stakeholders including the ministry of education officials, principals of diverse schools in Nakuru County, researchers in the subject matter, and board of management of diverse schools benefited from the findings of the study. Moreover, the findings were useful to the researchers in the area of strategic leadership as it

expanded the available body of knowledge on areas of strategic leadership and academic performance. Also, the ministry of education, principals of high schools and board of management of diverse schools gained an understanding on the correlation between strategic leadership and academic performance.

Keywords: *Discipline Levels Management, Resources Mobilization, Stakeholder Management, Strategy Execution & Nakuru County.*

1.1 Introduction

The factors affecting the academic performance in different academic institutions and environments have been a matter of concerns to educationists around the world (Scott, Coates & Anderson, 2008). Amongst the factors that have been examined in relations to academic performance in schools include school discipline issues, drug abuse, resources and infrastructure amongst other aspects (Harray, 2008). However, one area that is increasingly being focused on in respect to academic performance is the role of leadership in schools and how it correlates to academic performance (Makgone, 2012). Leadership has been examined differently by diverse scholars. According to Gwiyo (2014) is the process of persuading people to work towards achievement of goals of the organization willingly. On the other hand, Makgone (2012) examined leadership as the process whereby an individual exert positive influence over the behaviour of others without coercion to achieve the set goals. Finally, Harray (2008) examined the ability to influence, change, motivate, communicate and set goals for an organization. In the context of secondary schools in Kenya, the principal or head teacher is taken to be the leader. In this context, secondary schools are learning institutions between the primary level of education and tertiary level of education. Secondary schools are headed by school principals. The Basic Education Act of 2013 gives the school principal through the Boards of Management responsibilities to run schools under their jurisdiction. According to section 59(a-f) of the Education Act, the functions of the principal, through the Board of Management (BoM) include: development of the school and upholding the best interests of the institution; promotion of quality education for all pupils in accordance with the standards set by the Act or any other law; facilitate and ensure the provision of guidance and counseling to all learners; ensuring that physical facilities for the school are adequate and in good working order; make a report to the County Education Board on causes of pupils indiscipline after determination of the causes; spearhead provision of voluntary participation from the learners, teachers and non-teaching staff and others, parents and community, and other stakeholders.

One of the leadership styles that have a significant influence on the performance of diverse organizations including schools is the strategic leadership. Strategic leadership is also the focus of this study. According to Harray (2008), strategic leadership refers persuading employees in the fulfillment of the long term aspirations of a firm without compromising the short term goals of an organization. On the other hand, Özer & Tınaztepe (2014) defined it as the ability to foresee, envision, maintain flexibility and influence others to create strategic change as necessary. Makgone (2012) further noted that strategic leadership is about balancing fulfillment of short term and long term aspirations of an organization. The strategic leader must be in a position to make strategic decisions, develop skills and capacity to execute these decisions, and keep on communicating the key expectations in the strategy execution as well as addressing the arising challenges.

Jacobson (2008) in a study on leadership for schools in the United States noted that leadership matters for student achievement in schools. The study estimated that school leadership account for almost 5% of the variation in school academic performance and over 25% of all in school variables such as discipline and school climate. Scott *et al.*, (2008) studied academic leadership capabilities and established that leadership within learning institutions is critical in student learning outcomes. The study focused on Australian Higher Education. The study noted that amongst the aspects that determine effective academic institutions leadership include policy formulation, management of relationship in school community, fostering team work amongst teaching fraternity, and strategic planning aspects. Additionally, academic performance is one Key Performance Indicators (KPIs) for the academic leaders. In this context, the study noted that the production of high quality graduate outcomes as well as production of significant improvements in learning and teaching quality is good measures for effective leadership.

In New Zealand, Harray (2008) investigated the challenges of strategic leadership in schools and found that education reforms in the country have led to changing role of the school head. Also, the study noted that diverse reforms within the education sector in New Zealand led to the adoption of market based approaches to education which had significant influence on educational policy making. The changes led to the principals within the schools being seen as Chief Executive Officers of their schools as opposed to curriculum leaders. Moreover, in Namibia, Makgone (2012) in a study on strategic leadership and academic performance in the country underscored the importance of leadership aspects in schools in Namibia. On this particular study strategic leadership entailed; discipline management, resources mobilization, stakeholder management and strategy execution. The study noted that the strategic leadership is key in ensuring that the schools have sufficient resources, effective teaching and discipline management aspects hence leading to an improved academic performance.

In Kenya, Kiplagat (2015) conducted a study on school leadership in secondary school within Baringo County and found that the principal creates an environment for learning to take place, manage the stakeholder of the schools, create an element of professionalism and motivates the teaching staff leading to an improved academic performance. The study also noted that the ability of the head teacher to maintain a drugs-free school and maintain discipline levels is critical in the academic performance of a school. The head teacher also owns the school vision and strategic plan including its implementation in schools and managing the stakeholders to ensure it becomes a reality.

1.2 Statement of the Problem

There have been noted academic performance challenges in schools due to the lack of leadership aspect. For example, Nakuru High school used to perform poorly before 2006, however, it showed phenomenon success when a new principal was posted to the school in 2006. This was contributed by the strategies he put in place, particularly, separating the mixed school into a boy's school and a girl's school. Similarly, in diverse schools in Nakuru county, there have been noted performance challenges as a result of exiting long serving principals and change of leadership. The impact of strategic leadership and academic performance is illustrated through diverse schools in the country.

The performance of most sub-counties of Nakuru County is below the national mean grade for the four years. For example, in year 2018, mean grade for Subukia (4.566), Gilgil (4.629),

Njoro (4.601) and Nakuru North (4.783) were below the national mean of 4.885. In the year 2014, mean scores for Naivasha (5.014), Subukia (4.739), Gilgil (4.767), Njoro (4.361) and Nakuru North (4.756) were below the national mean of 4.061.

There are other counties in Kenya with higher performance than Nakuru County. For example, in the year 2015, Baringo County had a mean score of 4.958 and Trans Nzoia County had a mean score of 5.719 against a mean score of 4.833 in Nakuru County over the same year. For the year 2016, Laikipia County had a mean score of 4.225 while Nakuru county had a mean score of 3.937. This problem occurs because leadership is a key component of success. The school no longer features in the top ten schools despite it being consistently the top school in the country for many years.

Kiplagat (2015) noted that leadership is key in academic performance and minimizing cases of school indiscipline levels. This is because the leadership is involved in stakeholder management, resources mobilization and deployment, motivation of teachers, maintaining of school discipline levels, elimination of drug abuse menace and policy formulation. The role of strategic leadership is even more critical within the secondary schools system in order to achieve and maintain sustainable academic performance (Makgone, 2012). This research seeks to examine the role of strategic leadership in academic performance of secondary schools in Nakuru County.

Amongst the scholars who have done similar studies include Harray (2008) who examined strategic leadership in secondary schools in New Zealand and Jacobson (2008) who examined leadership in elementary schools. These studies did not examine the role of strategic leadership on academic performance which is the aim objective of this study. therefore, the study seek to fill the literature gaps existenting in strategic leadership and academic performance in secondary schools in Nakuru County. In particular, the study examined the role of discipline levels management, resources mobilization, stakeholder management, and strategy execution on academic performance.

1.3 Objectives of the Study

The general objective of the study was to examine the role of strategic leadership and academic performance of secondary schools in in Nakuru county, Kenya:

The specific objectives were were,

- i) To examine the role of discipline levels management on the academic performance of secondary schools in Nakuru County
- ii) To establish the influence of resources mobilization on the academic performance of secondary schools in Nakuru County
- iii) To examine the role of stakeholder management on the academic performance of secondary schools in Nakuru County
- iv) To examine the influence of strategy execution on the academic performance of secondary schools in Nakuru County

2.0 Empirical Literature

2.1 Discipline Levels Management levels and Academic Performance

The role of strategic leadership in maintaining discipline levels within the schools is critical in enhancing academic performance. Mussa (2015) studied the role of school discipline on student's academic performance in Dar es Salaam, Tanzania. The findings of the study established that discipline as the ability to reach out to the appropriate standards of behaviors by following reasonable instructions or orders. Discipline is the the quality in human beings that enables them to behave and act in the right time, in the right circumstance and with or without supervision. On the other hand, Wakarindi (2013) noted that discipline management refers to the endeavours, interventions, tools and strategies designed, put in place, executed, implemented and or revised (revisited) by the schools' management and administration (Head teachers) and their Disciplinary Committees to ensure and assure a conducive students' discipline and school climate favourable for the realization of such schools' organizational missions, goals, and objectives among which some include moral and academic excellence, among others.

Nanyiri (2014) investigated the importance of discipline on student performance. The findings of the study showed that causes of school indiscipline included complaints of food, management change of school heads, denial of social activities within schools, mock examinations and drug abuse amongst other challenges (Mussa, 2015). The school indiscipline cases manifested t in terms of school strikes, vandalism of school property, refusal to adhere to school rules and regulations, drug and alcohol abuse, engagement in hooliganism during sports competitions, and general disruptive behaviours in schools (Nanyiri, 2014).

The strategic leadership within secondary schools should be in a position to address the root causes of discipline challenges in schools in a comprehensive and conclusive way that doesn't further negate any gains on school discipline levels (Karin, 2016). This is because the challenges of discipline issues in schools lead to disruption of school academic activities through suspension, and expulsion of students (Rausch & Skiba, 2005). The disruption of school academic activities impacts on the time dedicated towards learning activities hence leading to an impact on the academic performance. In this context, Garegae (2008) found a direct correlation between time management and school academic performance. The time management in schools is critical in ensuring that each set of activities is allocated sufficient time and resources (Garegae, 2008). In some cases, the students may be involved in destruction of school resources such as dormitories, laboratories, libraries, school buses, administration block and classrooms. Destruction of such items and facilities within the school leads to loss of critical school infrastructure that influences the facilitation of learning activities of students. The role of strategic communication between management and the students is key in diffusing tensions on challenges that students face within the schools. Rausch and Skib (2005) noted that the lack of discipline in schools leads to poor time management, irregular attendance, lack of vision and mission, and punishment.

The strategic leadership in schools is key in the formulation and implementation of schools rules and regulations which impact on the school discipline levels. According to Simba, Agak, and Kabuka (2016), strategic leadership ensures that the rules and consequences of breaking the rules are adequately explained to the school community. However, more critical

is the ability to enforce the school rules and implement them in order to enhance academic performance.

Kiplagat (2015) conducted a study on school leadership in secondary school within Baringo County, examining critical aspect of leadership on academic performance. The study noted that the leadership of school is more vested to the principal and thus they enhance an environment suitable for learning to take place, manage the stakeholder of the schools, create an element of professionalism and motivates the teaching staff leading to improve in academic performance. The study also noted that the ability of the head teacher to maintain a drugs-free school and maintain discipline levels is critical in the academic performance of a school. The head teacher also owns the school vision and strategic plan including its implementation in schools and managing student discipline is one way of ensuring the vision and strategic plan become reality.

2.2Resources Mobilization and Academic Performance

Strategic leadership involves resources mobilization in schools in order to create conducive and facilitative environment for academic performance. According to Raubenheimer and Muller (2006), the education resources can be categorized into human, material, physical and financial resources. The human resources within the context of schools include the teachers, laboratory assistants, librarians and subordinate staff amongst others. The physical resources include classes, laboratories and dormitories etc. The ability of strategic leadership to mobilize the education resources is critical in fostering academic performance. This is because the presence of the resources facilitates the teaching aspects through availability of critical resources for learning such as laboratories and their equipment, library, classrooms, teachers, textbooks and other resources required in schools.

Moreover, Miron (2014) noted that resources availability was positively correlated with academic performance of schools. The schools that are endowed with diverse educational resources performed better than those that are poorly endowed with resources. This is because the effective teaching and learning depends on the availability of suitable adequate resources such as books, laboratories, library materials and host of other visual and audio teaching aids which enhance good performance in national examination. However, Mulford (2003) noted that while resources mobilization is critical in academic performance, the utilization levels of these resources is even more significant. This is because there has been instances where schools that have abundance of resources fail to effectively utilize them while those with scarce resources utilize the same effectively leading to a better academic performance.

Scott *et al.*, (2008) conducted a study on academic leadership capabilities and noted that leadership within learning institutions is critical in student learning outcomes. The study focused on Australian Higher Education. The study noted that amongst the aspects that determine effective academic institutions leadership included communication with stakeholders, management of relationship in school community, fostering team work amongst teaching fraternity, and stakeholder motivation aspects. These aspects were seen to affect academic performance. In this context, the study noted that the production of high quality graduate outcomes as well as production of significant improvements in learning and teaching quality is good measures for effective stakeholder management.

The resources mobilization aspects in modern secondary schools in Kenya rest with the school management. According to Onjoro (2015) the cost sharing policy that was launched in 1988 defined the burden of providing both physical and material resources passed to parents and guardians. Due to the prevailing financial constraints amongst many parents taking their students to public schools, there had always been inadequate physical and material resources within secondary schools. The strategic leadership was therefore critical in coming up with ways to mobilize resources in schools from diverse stakeholders. The resources mobilization is therefore key in ensuring that the school has sufficient resources to facilitate learning activities. In this context, Sule (2013) noted that some courses in secondary schools such as the sciences were resource intensive in nature. The teaching and mastery of these sciences such as physics, chemistry and biology are greatly compromised by lack of instructional materials. According to Wakarindi (2013), the professionally trained teacher is greatly hampered in teaching of sciences if there is no sufficient resources to be able to demonstrate some of the key constructs of the sciences.

2.3 Stakeholder Management and Academic Performance

The ability of the strategic leader to manage the stakeholders are of importance to the academic performance. The stakeholders refers to people who have the capacity to influence or be influenced by the activities of a firm (Feng, 2013). In the context of a school, the stakeholder included the parents, teachers, students and school community. On the other hand, according to D'Amato, Henderson, & Florence (2009) stakeholder management refers to the consideration of the stakeholders' interests in decision making aspects within an organization. In the context of a school system, the stakeholder management implies the incorporation of teachers, students, parents, non-teaching staff and school community interests into the operational decision making of the school.

The strategic leadership is key in managing the teachers' behaviour and motivation towards delivering in their teaching assignments. The teachers' attendance of class that is scheduled influences the performance of the students academically. This is because it increases the learning contact hours between the teachers and students hence enhancing the learning process (Fallis, 2013). However, due to challenges of agency problems the teachers may not always attend classes. The agency problems refer to the differences in interests between the management of the school and the teachers serving in the schools. Some teachers may miss classes as they pursue self-interests such as part time teaching in the universities. The strategic leadership ensures that the teachers are monitored in respect to class attendance in schools and eliminates the opportunities for indulging in self-interests that don't serve the interests of the school (Munir & Khalil, 2016).

The teamwork of all the stakeholders in running of the schools is critical in ensuring that the school is working in an optimum level. The teachers must play their role collectively in their teaching assignments, guidance and counseling and extracurricular activities to ensure that the holistic development of the students occur thus leading to an improved academic performance (Kirunda, 2004). The ability of the teachers to work collectively and harmoniously amongst themselves is of critical importance in enabling the school to function well. The strategic leadership is key in ensuring that the teachers are motivated and work harmoniously for the performance of the students (Kiplagat, 2015). The parents perform a critical role since they are responsible for availing financial resources for utilization in different spheres of running of school. The strategic leadership is able to mobilize the parents

into paying of school fees on time, disciplining the students when at home, mentoring and encouraging their students (McCoss-Yergian & Krepps, 2010).

2.4 Strategy Execution and Academic Performance

The strategy execution has been conceptualized as the process of resources allocation in support of chosen strategies. The strategy execution has also been perceived as the activation of strategy through the laid down structure and resource plan, and management of strategic change. The resources within the school that need to be allocated to ensure the actualization of strategy in schools include the financial resources and human resources such as teaching staff.

The leadership is important in strategy execution in any organization such as a school. Norviewu-Mortty (2012) in a study on principal's strategies for improving the academic performance in Ghana notes that the ability of the skills, attitudes, leadership and management practices employed by the principals is important to academic performance. Agharuwhe (2014) argued that part of the strategy execution by principals is setting up key performance indicators for the diverse strategies that have been conceptualized by the school management.

The strategic leadership plays a critical role in the strategy execution thus enabling the school to have high expectations for students' achievement, an orderly environment conducive for learning, a structured way of evaluating students' progress and consultation amongst diverse stakeholders in the institution. The ability of the strategic leadership to create a conducive environment for the strategy execution is key to the academic performance of the school. The conducive environment involves an environment that is free from student indiscipline cases, motivated teaching fraternity and supportive school community amongst other aspects. The ability of the school management to have a cooperative team is key to the implementation of diverse strategies that the school management wishes to implement. The management must communicate and drive its ownership of the strategy amongst their employees as well as address any emerging issues during the implementation phase (Stanley, 2015). In the context of driving ownership, Kasekende (2013) argued that the top management of a given institution must build coalitions and persuade head of departments and teachers to implement the strategic plan.

3.0 Research Methodology

A descriptive research design was adopted in this study. The targeted population size of the study was 8400 teachers within Nakuru County. The sample size of this study was 99 respondents which was calculated by using the Naissuma (2009) formula.

$$n = \frac{NC^2}{C^2 + (N-1)e^2} \quad \text{Where}$$

n = sample size

N = size of target population

C = coefficient of variation (0.5)

$e = \text{error margin (0.05)}$

Therefore, estimated sample size (n) was:

$$n = \frac{8,427 (0.5^2)}{0.5^2 + (8,427 - 1)0.05^2} = \frac{2,107}{21.315}$$

$n = 99$ respondents

4.0 Research Findings

4.1 Response Rate

Response rate refers to the number of questionnaires completely filled evaluated over the total number of questionnaires issued to respondents (Kombo & Tromp, 2009). The sample size of this study was 99 teachers and therefore 99 questionnaires were issued to the sample d teachers. However, the questionnaires that were filled to completion and collected back by the researcher were 84. The response rate of the questionnaire is as shown in Figure 1.

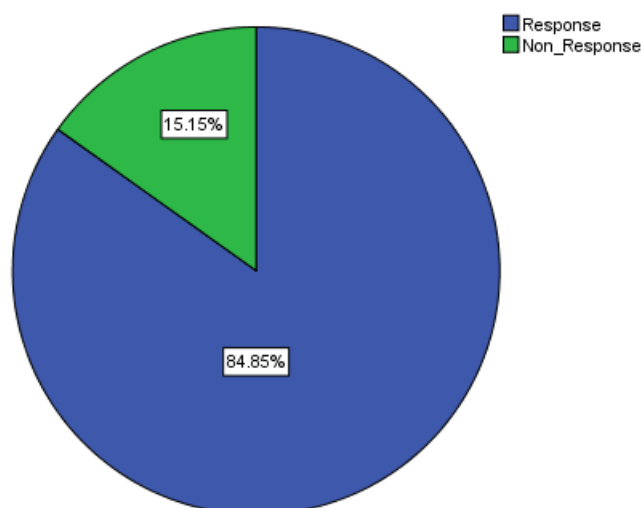


Figure 1: Response Rate

The response rate was 84.84% and therefore meeting the response rate threshold by Sekaran (2003) that recommends a response rate of at least 70%. Therefore, the data obtained from the filled was sufficient for analysis and generalization to entire study population.

4.2 Inferential Statistics

The study carried out inferential statistics to establish the relationship between the independent variables and dependent variable of the study. In respect to this, the study used Pearson correlation to find out the relationship between discipline levels management, resources mobilization, stakeholder management and strategy execution and academic performance of secondary schools in Nakuru County. Sekaran (2003) recommend the use of Pearson correlations in establishing the strength of relationship between two variables measure is a scale. Pearson correlation has the capacity to give both the strength and direction

of relationship (Vincze, 2013). Table 1 shows the associations between the independent variables and dependent variable of this study.

Table 1: Correlations

		Academic Performance
Discipline Levels Management	Pearson Correlation	0.699**
	Sig. (2-tailed)	0.000
	N	84
Resources Mobilization	Pearson Correlation	0.613**
	Sig. (2-tailed)	0.000
	N	84
Stakeholder Management	Pearson Correlation	0.892**
	Sig. (2-tailed)	0.000
	N	84
Strategy Execution	Pearson Correlation	0.734**
	Sig. (2-tailed)	0.000
	N	84

**. Correlation is significant at the 0.01 level (2-tailed).

According to Table 1, Pearson correlation coefficient between discipline levels management and academic performance was 0.699, between resources mobilization and academic performance was 0.613 and that between stakeholder management and academic performance was 0.892. The correlation coefficient obtained between strategy execution and academic performance was 0.734. Pearson Correlation coefficient ranges from -1 to +1. High absolute values of the correlation coefficient indicate high degree of relationship between the two corrected variables. The sign that accompanies the correlation coefficient indicates the direction of relationship. A positive correlation implies a directly proportional relationship while a negative correlation implies an inversely proportional relationship (Shirish, 2012).

A correlation coefficient of -1 implies a negative perfect correlation while a correlation coefficient of +1 implies a positive perfect correlation. Perfect positive correlation means that the two variables are exactly the copy of the other while a perfect negative correlation means that the two variables are exactly the copy of the other but with the opposite sign. A correlation coefficient in the range of -9 to -7 implies a strong negative correlation; -6 to -4 implies an average negative correlation; while a correlation coefficient in the range of -3 to -1 implies a weak negative correlation. On positive direction, a correlation coefficient between 1 and 3 implies a weak positive correlation; 4 and 6 implies an average positive correlation; while a correlation coefficient in the range of 7 to 9 implies a strong positive correlation. Correlation coefficient of zero shows that the two variables are unrelated (Vincze, 2013).

The p-value indicates the significance of a relationship which is used in rejection or acceptance of null hypothesis using the set significant level as the threshold. The null hypothesis of Pearson correlation is rejected if the p-value is less than a predetermined level of significance. In this study, the predetermined level of significance was 0.05 and therefore the null hypothesis of Pearson Correlation was rejected if the p-values fell below 0.05. The null hypothesis of Pearson Correlation states that the two variables used in correlational test are independent (Orodho, 2003).

The study rejected the null hypothesis of the test that the two variables used in correlational test were independent based on p-values less than 0.05 for all the study variables correlated. Therefore, the study established that there was an average positive relationship between discipline levels management and academic performance ($r=0.699$, $p<0.05$), which was significant at 0.05 significance level. There was also an average positive relationship resources mobilization and academic performance ($r=0.613$, $p<0.05$) which was significant at 0.05 significance level. This study found out that there was a strong and significant positive relationship between stakeholder management and academic performance ($r=0.892$, $p<0.05$). There was also a strong and significant positive relationship between strategy execution and academic performance ($r=0.734$, $p<0.05$).

The findings in the study concurred with Garegae (2008) who found a direct correlation between time management due to discipline levels and school academic performance. The author noted that time management in schools is thus critical in ensuring that each set of activities is allocated sufficient time and resources. The author further established that students were involved in destruction of school resources such as dormitories, laboratories, libraries, school buses, administration block and classrooms. Destruction of such items and facilities within the school were noted to lead to loss of critical school infrastructure that influenced the facilitation of learning activities of students.

The findings further concurred with those by Miron (2014) that resources availability was positively correlated with academic performance of schools. In this context, schools that are endowed with diverse educational resources perform better than those that are poorly endowed with resources. This is because the effective teaching and learning depended on the availability of suitable adequate resources such as books, laboratories, library materials and host of other visual and audio teaching aids which enhance good performance in national examination.

A multiple regression analysis was done to find out how academic performance can be predicted using discipline levels management, resources mobilization, stakeholder management and strategy execution. Table 2 shows the model summary and overall fit statistics for the multiple linear regression. The table shows column for R, R Square, Adjusted R Square and standard Error of the Estimate. R is the correlation between the predicted values and the observed values which indicates the quality of the dependent variable in a model. This is the correlation coefficient. It tells you how strong the linear relationship is. R Square is the square of the correlation between the predicted values and the observed values of dependent variable and indicates the percentage of variation explained by the independent (predictor) variables. It shows the goodness-of-fit of the regression model. The adjusted R indicates the expected improvement of model by chance in case additional predictors are included in the regression model. The standard error of the estimate gives the error term of the model which also indicates the accuracy of prediction of the regression model (Keller, 2014).

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.897 ^a	0.805	0.795	0.22684

a. Predictors: (Constant), Strategy Execution, Resources Mobilization, Discipline Levels Management, Stakeholder Management

The findings in Table 2 gives an R value of 0.897 which showed there was strong correlation between the observed values and predicted values of academic performance in this model. This shows that the model is of good quality. R Square value of 0.805 indicates that 80.5% of the variation in academic performance in secondary schools in Nakuru County can be explained by discipline levels management, resources mobilization, stakeholder management and strategy execution. This shows that there is high goodness-of-fit of the regression model. The low standard error of the estimate of 0. 22684 shows the regression model is accurate in its prediction. The study further used F-test to test the significance of the regression model as shown in Table 3.

Table 3: Analysis of Variance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	16.782	4	4.196	81.537	.000 ^b
Residual	4.065	79	.051		
Total	20.847	83			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Strategy Execution, Resources, Discipline Levels, Stakeholder Management

The F-test of overall significance indicated the model capacity to statistically and significantly predicted the dependent variable better than a model that contains no independent variables. In this study, $F(4, 79) = 81.537$, $p. < 0.05$ was obtained which shows that the model as a whole has statistically significant predictive capability. Therefore, the regression model is significant and provides goodness of fit to the data. Table 4 shows the regression coefficients of the variables used in the study.

Table 4: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.242	.249		-.972	.334
Discipline Levels Management	-.088	.092	-.084	-.954	.343
Resources Mobilization	.082	.075	.078	1.098	.276
Stakeholder Management	.904	.120	.807	7.530	.000
Strategy Execution	.132	.078	.132	1.685	.096

a. Dependent Variable: Academic Performance

Table 4 showed that the unstandardized beta for this regression model was -0.088 for Discipline Levels Management, 0.082 for Resources Mobilization, 0.904 for Stakeholder Management and 0.132 for Strategy Execution. The unstandardized beta coefficients show the degree of influence of the independent variable on the dependent variable. Negative value indicates a negative influence while positive value indicates a positive influence on the dependent variable (Vincze, 2013). Therefore, discipline levels management had a negative influence on academic achievement while other independent variables had a positive influence of the dependent variable. Stakeholder management has the greatest influence on the academic achievement of secondary schools in Nakuru County followed by strategy execution. Resource mobilization had the least influence on academic achievement of students in secondary schools in Nakuru County. The study used the unstandardized beta to answer the research questions of the study as follows.

i)What is the influence of discipline levels management on the academic performance of secondary schools in Nakuru County?

This study found out that for every one-unit increase in discipline levels management, the academic achievement of secondary schools in Nakuru County decreases by 0.088 units. The findings in this study are consistent with those by Wakarindi (2013) who noted that discipline management assure a conducive students' discipline and school climate favourable for the realization of academic excellence. The findings in the current study are in consistent with those by Karin (2016) who found put that challenges of discipline issues in schools led to disruption of school academic activities through suspension, and expulsion of students which impacted on the time dedicated towards learning activities hence leading to an impact on the academic performance. Agak, and Kabuka (2016) further noted that the ability to enforce the school rules and implement them in order to enhance academic performance.

ii)What is the influence of resources mobilization influence academic performance of secondary schools in Nakuru County?

In regard to this, the study found out that for every one-unit increase in resources mobilization, academic achievement of secondary schools in Nakuru County increases by 0.082 units. The study concurs with findings of Miron (2014) that education resources was critical in fostering academic performance. It was noted the presence of the resources facilitates the teaching aspects through availability of critical resources for learning such as laboratories and their equipment, library, classrooms, teachers, textbooks and other resources required in schools. However, Mulford (2003) differs with the findings in the current by noting that while resources mobilization is critical in academic performance, the utilization levels of these resources is even more significant. This is because it was noted that there were instances where schools that have abundance of resources but fail to effectively utilize them while those with scarce resources utilize the same effectively leading to a better academic performance.

iii) What is the influence of stakeholder management on the academic performance of secondary schools in Nakuru County?

On this research question, the study found that for every one-unit increase in stakeholder management, the academic performance of secondary schools in Nakuru County increases by 0.904 units. Findings by Kirunda (2004) concur with the current study in that teachers played their role collectively in their teaching assignments, guidance and counseling, and extracurricular activities and this ensured that there was holistic development of the students leading to an improved academic performance.

On the same context, Kiplagat (2015) noted that the ability of the teachers to work collectively and harmoniously amongst themselves is of critical importance in enabling the school to function well. This was key in ensuring that the teachers are motivated and work harmoniously for the performance of the students. The findings also agree with those by McCoss-Yergian and Krepps (2010) who noted that the ability of strategic management of the school to mobilize the parents to buy into the schools programmes and aspirations influenced academic performance of the school.

iv) What is the influence of strategy execution on the academic performance of secondary schools in Nakuru County?

In answering this research question, the study found out that for every one-unit increase in strategy execution, academic performance of secondary schools in Nakuru County increases

by 0.132 units. The study findings also concur with those by Norviewu-Mortty (2012) that strategy execution by principals improved the academic performance. Norviewu-Mortty (2012) further noted that strategic leadership played a critical role in the strategy execution thus enabling the school to have high expectations for students' achievement, an orderly environment conducive for learning, a structured way of evaluating students' progress and consultation amongst diverse stakeholders in the school. The ability of the strategic leadership to create a conducive environment for the strategy execution was found to be key to the academic performance of the school. The conducive environment involved an environment that was free from student indiscipline cases, motivated teaching fraternity and supportive school community amongst other aspects.

However, discipline levels management, resources mobilization and strategy execution were not significant predictors of academic performance of secondary schools in Nakuru County. As indicated by p-values less than 0.05. This study established that stakeholder management is a significant predictor of academic performance of secondary schools in Nakuru County. Therefore, the following multiple regression model was obtained; $Y = -0.242 - 0.088X_1 + 0.082X_2 + 0.904X_3 + 0.132X_4 + 0.022684$, where; X_1 = Discipline Levels Management, X_2 = Resources Mobilization, X_3 = Stakeholder Management and X_4 = Strategy Execution.

5.0 Conclusion

From the summarized findings the study makes the following conclusions. In regard to role of discipline levels management on academic performance, the study concludes discipline levels management significantly influences the academic performance of secondary schools in Nakuru County. In respect to the influence of resources mobilization, the study concludes that resources mobilization significantly influences the academic performance of secondary schools in Nakuru County.

Focusing on role of stakeholder management on academic performance, this study concludes that stakeholder management significantly affects the academic performance of secondary schools in Nakuru County. In regard to the influence of strategy execution on academic performance, the study concludes that strategy execution significantly influences the academic performance of secondary schools in Nakuru County. Lastly, the study concludes that academic performance of secondary schools in Nakuru County can be predicted using discipline levels management, resources mobilization, stakeholder management and strategy execution.

6.0 Recommendations

In regard to role of discipline levels management on academic performance, the study recommends the management of secondary schools in Nakuru County to put measures aimed at eliminating student strikes in the school. This is because relatively low mean was obtained on this metric. This will in the long run improve the Academic performance in schools since the students were able to completely cover the syllabus in absence of strikes. In respect to the influence of resources mobilization, the study the secondary schools in Nakuru County to increase the number of support staff in order to improve the academic performance of students. A relatively low mean on this metric was obtained.

Focusing on role of stakeholder management on academic performance, this study recommends the management of schools in Nakuru County to effectively engage all stakeholders in all the endeavours of the school in a view of improving student performance. This recommendation is based on high influence level of stakeholder management on academic performance that was in this study. In regard to the influence of strategy execution on academic performance, the study recommends schools to set monitoring and evaluation mechanisms in strategy execution. This will make sure all deliverables of the executed strategies are met at the right time for the benefit of students in their academic performance.

7.0 References

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