

THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

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

Paul Kipkemoi Komen

Masters Student, Department of Business Administration
Egerton University, Kenya

Dr. Simon Kibet Kipchumba

Senior Lecturer, Department of Business Administration
Institution name: Egerton University, Kenya

Abstract:

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

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

1. Introduction

According to Bateman and Snell (2009), strategic leadership gives purpose and meaning to organizations. Strategic leadership involves anticipating and envisioning a viable future for the organization and working with others to create such a future. Rowe (2001) defined strategic leadership as the ability to influence others to voluntarily make day-to-day decisions that enhance the long-term viability of the organization, while at the same time maintaining its short-term financial stability. Amos (2007) has a similar view to Rowe and defines strategic leadership as the ability to understand the entire organization and the environments within which they operate and using this understanding to create strategic change through other people so as to position the organization in the environment for both short-term stability and long-term viability. A strategic leader possesses critical characteristics which include but not limited to future orientation, cognitive ability, ability to focus on the big picture, interpersonal relations, propensity to act and risk taking. Likewise, from empirical studies on strategic leadership practices, these practices are identified as involving determining strategic direction, exploring and maintaining unique core competencies, developing human capital, sustaining an effective organizational culture, emphasizing ethical practices and establishing balanced strategic controls (Jooste & Fourie, 2010). According to Kirimi and Minja (2010), strategic leadership practices are important because they shape the formation of strategic intent which influences successful strategic practices in an organization. This argument is also supported by Ireland and Hitt (2005) who observed that strategic leaders are important because they create organizational meaning and purpose. Strategic leadership practices enable organizational leaders to influence their followers to contribute effectively to the accomplishment of the goals and objectives of the organization (Obiwuru, Okwu, Akpa, & Nwankwere, 2011).

A recent study showed the importance of a model of strategic leadership practice that promotes an orderly and a constructive behavioural climate, a positive learner motivation, and a learning culture that predicts positive changes in student behavior and attendances as intermediate outcomes that themselves promote improvement in attainment (Sammons, Gu, Say, & Ko, 2011). Specifically, the premise that the leader's strategic leadership style would lead to the organizational effectiveness is an argument that cannot be denied. Therefore, to be goal-oriented administrators, they had to re-evaluate the goal as well as the values of the school organization to be successfully implemented, and empower the teachers as practitioners to apply creative thinking to their work as well (Prasertsri, 2008). This has been supported by Sanrattana (2005) who stated that strategic leadership was the process for determining the direction, constructing the alternatives, and putting into practice. This strategic leadership theory underlines the findings from the follow up of the changing situation of both external and internal environmental factors of the organization, anticipation for the long-term future, and strategic development motivated by a desirable future but not based on one's luck.

1.1. Statement of the Problem

Despite the policy of the Kenyan government being provision of quality education, the performance of public secondary schools in Koibatek sub-county has remained very poor. That was despite the infrastructural, material and technical support from the government and other development partners in Kenya. Principals were viewed as central in the creation of effective strategic leadership practices for quality performance. The Kenya education sector has since year 2003 embarked on plans to institute reforms that require development and implementation of strategic plans that are capable of bringing about desired performance. The successful implementation of strategic plans is expected to lead to high performance in the public secondary schools. Statistics indicate that public secondary schools in Koibatek Sub-County over the years have experienced poor performance in the national examination with a mean of 3.1191 in 2017 results compared to the national mean (Koibatek Sub-County KCSE Results, 2018). The poor performance in the Sub-County is the justification of the study to establish the practice of strategic leadership and analyze its effect on school performance.

The study hoped to bridge the gap by analyzing the effect of strategic leadership practices on performance of Public Secondary Schools in Koibatek sub-county, Kenya. Particularly, the study analyzed the principals' strategic leadership practice in providing strategic direction, school core competence, human capital, alignment of school resources to strategic goal and strategic intervention on school's performance.

2. Literature Review

2.1. Strategic Direction and Performance

Strategic direction involves developing long-term vision of the firm's intent. A long-term vision typically looks at least five to ten years in future. According to Prokesch (1997) the purpose and vision of an organization aligns the actions of people across the whole organization. A real vision is very active and all the people in the organization understand the vision and live it. It is also filled with drive and energy and people are proud to talk about their organization's purpose and vision.

Nel (2008) warns that the biggest trap that leadership in organizations fall into is when they are so sure of their vision and direction that they fail to see new opportunities. Therefore, when an organization's strategic leadership fails to continuously address the full spectrum of issues that may have an effect on the performance of the organization it is likely that the organization will encounter challenges for which it is not prepared. It is therefore expected of leadership in the organization to provide certainty together with uncertainty. It is also necessary for the leadership to create constant tension between the desirable future and those elements of the present that could inhibit progress. To achieve this, leaders must continuously create burning platforms so that it is impossible for the organization to maintain the status quo.

2.2. Core Competence and Performance

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

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

Implementing path-goal theory increases subordinates' motivation by clarifying the paths towards which organizational performance is possible. Strategic leadership practice has been viewed as being able to contribute significantly and positively towards achieving organizational performance by motivating others to pursue the same strategic direction. This theory was relevant in the study for its focus on the role of the leader in motivating subordinates towards achieving an organization's goal. Path-goal theory is argued to be result oriented and equally strategic leadership

practices are result-oriented. Therefore, there is a clear link with path-goal theory and strategic leadership practices as both types of leadership are result-oriented.

2.3. Human Capital and Performance

While establishing a clear direction and vision is a critical leadership responsibility, Collins (2011) suggests that, getting the right people on the bus is an essential first step during strategy implementation and organizational change. In other words, a good organizational culture begins with the, "Who" not the "What" (Senge, 2012). This challenge requires establishing clear expectations of personnel and evaluating the types of people required to steer the strategic implementation effectively (Barker and Camarata, 2008).

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

2.4. Theoretical Review

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

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

Strategic leadership practice has been viewed as being able to contribute significantly and positively towards achieving organizational performance by motivating others to pursue the same strategic direction. This theory was relevant in the current study for its focus on the role of the leader in motivating subordinates towards achieving an organization's performance. Path-goal theory is argued to be result oriented and equally strategic leadership practices are result-oriented. Therefore, there is a clear link with path-goal theory and strategic leadership practices as both types of leadership are result-oriented. This theory supports the argument that strategic direction, core-competence and human capital have an effect on school's performance, thus, the main objective of the study.

2.5. Conceptual Framework

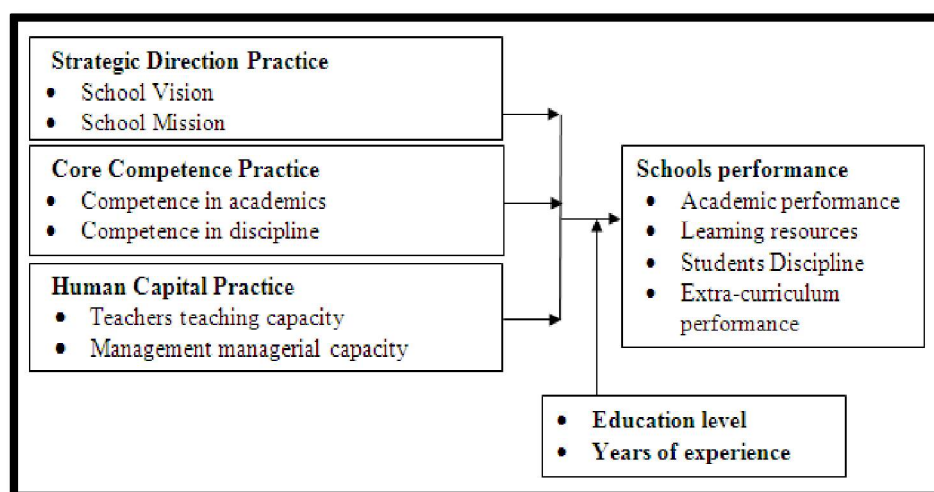


Figure 1: Effect of Strategic Leadership Practices on Performance

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

3. Methodology

The study adopted descriptive research design which tested variables the way they occur in natural environment without interfering with them. Purpose sampling informed the selection of Koibatek sub-county for this study because of below average school performance. The study used purposive sampling method to settle on utilizing principals for this study being in the pinnacle of strategic leadership and who are therefore believed to be reliable to this study (Kombo and Tromp, 2006). The study targeted the thirty-five schools' principals of the public secondary schools in Koibatek Sub-County as the target population. The study collected primary data from the respondents using structured questionnaire. Regression model was used to establish the alignment of school resources to strategic goal on schools' performance.

4. Findings and Discussions

4.1. Descriptive Statistics

4.1.1. Strategic Direction Practices

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

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

Table 1: Strategic Direction Practices
Source: Field Data (2018)

Table 4.5 presents results of respondents' level of agreement on strategic direction practices by the principals in Koibatek Sub-County. Findings on the schools having a long-term vision and mission statement established that majority of respondents 94% agreed that their schools had a long-term vision and functioning mission statement as strategic direction practices compared to 6% who disagreed. Further findings on strategic objective established that majority of respondents 86% agreed that the school had strategic objectives as strategic direction practices compared to 14% who did not have. Findings on operative environment established that majority of respondents 85% agreed that the principal understood the environment we operate in compared to 15% who did not understand. Last, findings on strategic plan reveals that majority of respondents 77% agreed that the school had a functioning strategic plan in place compared to 12% who did not have and 11% who were not sure.

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

4.2. Core Competence Practices

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

Core Competence	SA (%)	A (%)	NS (%)	D (%)	SD (%)
Leveraged Competence	17	46	17	14	6
Teamwork Competence	71	23	0	6	0
Cost Management Competence	51	40	3	0	6
Forward Looking	17	66	7	2	8
Effective Communication	31	54	8	0	7
Motivational Competence	6	66	14	8	6

Table 2: Core Competence Practices
Source: Field Data (2018)

The study established that majority of respondents 63% agreed that there is leverage of competencies across all school departments in the public secondary schools in Koibatek Sub-County compared to 20% who disagreed and 17% who were not sure. Further findings on team work competence indicated that majority of respondents 94% agreed that the principals were known for teamwork competence compared to 6% who disagreed. Findings concerning cost management competence reveal that majority of respondents 91% agreed that the principals were known for quality and cost management competence compared to 6% who agreed and 3% who were not sure. Findings on being forward looking established that majority of respondents 83% agreed that the principals were known for forward looking and anticipation competence compared to 10% who disagreed and 7% who were not sure. Concerning effective communication, the study established that majority of respondents 85% agreed that the principal was known for effective communication compared to 8% who were not sure and 7% who disagreed. Last, findings on motivational competence revealed that majority of respondents 72% agreed that the principal had a motivational competence compared to 14% who disagreed and were not sure respectively. This finding indicated that as far as core competence was concern, the principals of public secondary schools in Koibatek Sub-County practiced core competence as one of the elements of strategic leadership. This was evident by; leverage of competencies across all school departments, teamwork competence, quality and cost management competence, forward looking and anticipation competence, effective communication and motivational competence.

4.3. Human Capital Practice

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

Human Capital Elements	SA (%)	A (%)	NS (%)	D (%)	SD (%)
Qualified Staff	17	26	20	31	6
Hiring On Merit	14	43	6	29	8
Examiners	51	-	11	38	-
In-House Training	11	49	9	31	-
Training Pegged On Goals	23	49	28	-	-
Training Evaluation	23	43	29	6	-

Table 3: Human Capital Practice
Source: Field Data (2018)

Table 4.7 presents the results of human capital practice by the principals in Koibatek Sub-County. The study established that less than half of respondents 43% agreed that the schools had highly qualified staff compared to 37% who disagreed and 20% who was not sure. Findings on hiring on merit established that slightly more half of respondents 57% agreed that Sub-ordinate staff were hired on merit compared to 37% who disagreed and 6% who were not sure. Concerning examiners, the study established that slightly more than half of respondents 57% agreed that teachers were continuously trained to be examiners compared 38% who disagreed and 11% who were not sure. Further findings on in-house training established that majority of respondents 60% agreed that the principals organize for in house training for sub-ordinate staff compared to 31% who disagreed and 9% who were not sure. Findings concern training pegged on goals established that majority of respondents 72% agreed that the staff training was pegged on school goals compared to 28% who were not sure. Last, findings on training evaluation established the majority of respondents 66% agreed that the school evaluated training for purposes of continuous improvement compared to 29% who were not sure and 6% who were undecided.

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

4.4. Academic Performance Indicators

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

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

*Table 4: Academic Performance Indicators
Source: Field Data (2018)*

Table 4.9 presents results of academic performance indicators in public secondary schools in Koibatek Sub-County. The study established that about half of respondents 54% agreed that Teachers finished syllabus on time due to Balance Score Card Strategy compared to 46% who disagreed. Concerning teachers attending lessons, the study established that majority of respondents 66% agreed that teachers attended all lessons as required due to strategic leadership compared to 34% who disagreed. Findings on revision time established that majority of respondents 75% agreed that students had enough time to revise for KCSE and the school provided all the equipment required by students to prepare for KCSE due to due to strategic leadership compared to 14% who were not sure and 11% who disagreed respectively. Last, findings on benchmarking established that about half of respondents 51% disagreed that other schools bench mark with our school on application strategic leadership compared to 43% who agreed and 6% who were not sure. These findings indicated that apart from other schools bench mark with school in the Sub-County on application strategic leadership which performed poorly, other academic indicators were well performed evident by; teachers finished syllabus on time due to strategic leadership, teachers attended all lessons as required due to Balance Score Card Strategy, students had enough time to revise for KCSE due to Balance Score Card Strategy, the school provided all the equipment required by students to prepare for KCSE due to Balance Score Card Strategy, the school continuously improved on KCSE performance due to Balance Score Card Strategy.

4.4.1. School Resource Performance Indicators

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

Resource Performance Indicators	Sa (%)	A (%)	Ns (%)	D (%)	Sd (%)
New Classrooms	43	26	8	14	9
New School Bus	31	20	-	17	32
New Labs	26	26	-	48	-
New Library	37	17	-	20	26
Texts And Revision Books	43	26	-	9	22
Sunk Borehole	23	26	9	11	31

*Table 5: School Resource Performance Indicators
Source: Field Data (2018)*

Findings on new classroom reveals that majority of respondents 65% agreed the schools have built new classroom due to principals' strategic leadership over a few years compared to 23% who disagreed and 8% who were not sure. Concerning new school bus, the study established that about half of respondents 51% agreed that the schools have acquired new bus due to principals' strategic leadership over a few years compared to 39% who disagreed. Further findings on new labs reveals that about half of respondents 52% agreed that the schools have built new laboratories due to principals' strategic leadership over a few years compared to 48% who disagreed. Findings on new school libraries

established that about half of respondents 54% agreed that the schools have built new library due to principals' strategic leadership over a few years compared to 46% who disagreed. Further findings on text and revision books reveal that majority of respondents 69% agreed that the schools have bought textbooks and revision materials due to principals' strategic leadership over a few years compared to 31% who disagreed. Finally, findings on sunk boreholes reveals that less than half of the respondents 49% agreed that the schools have sunk borehole due to principal strategic leadership over a few years compared to 42% who disagreed and 9% who were not sure.

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

4.4.2. Students Discipline Performance Indicators

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

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

Table 6: Students Discipline Performance Indicators

Source: Field Data (2018)

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

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

4.4.3. Performance in Extra-Curriculum Activities

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

Extra-Curriculum Activities Performance	SA (%)	A (%)	NS (%)	D (%)	SD (%)
Extra-Curriculum Activities Performance	43	51	0	0	6
Ball Games	9	43	9	23	16
Athletics	37	0	14	31	18
Drama	9	9	0	42	40
Science Talks	9	23	8	37	23
Music	14	29	0	20	27

*Table 7: Extra-Curriculum Activities Performance
Source: Field Data (2018)*

Table 4.12 presents results of school's extra-curriculum activities performance. The findings reveal that majority of respondents 94% agreed that schools are known for performance in extra-curriculum activities compared to 6% who disagreed. Concerning ball games, the study established that about half of respondents 52% agreed that schools are star in the County in ball games compared to 37% who disagreed and 9% who were not sure. Findings on athletics reveal that about half of respondents 49% disagreed that schools are star in the county in athletics compared to 37% who agreed and 14% who were not sure. Further findings on drama established that majority of respondents 82% disagreed that schools are star in drama performance in the County compared to 18% who agreed. Findings on science talk reveals that majority of respondents 60% disagreed that schools are star in Science talks in the County compared to 32% who agreed and 8% who were not sure. Last, findings on music established that about half of the respondents 47% disagreed that schools are star in music performance in the County.

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

4.5. Inferential Statistics

4.5.1. Multiple Regression between Independent and Dependent Variable

To establish the effect of principals' strategic leadership practices on performance of public secondary schools in Koibatek sub-county, Kenya, multiple regression between independent and dependent variable was carried out. The independent variables are the elements strategic leadership; strategic direction, core competence and human capacity whereas the dependent variable was the performance of public secondary schools in Koibatek Sub-County.

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

Table 8: Full Summary

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

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

Table 9: ANOVA

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

	Model	Unstandardized Coefficients		Std Coeff.	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tol.	VIF
1	(Constant)	1.042	.416		2.508	.018		
	Strategic direction	.767	.205	1.151	3.744	.001	.136	7.358
	Human capital	-.058	.158	-.066	-.370	.714	.406	2.465
	Core competence	-.442	.244	-.673	-1.808	.081	.092	10.811

Table 10: Full Regression Model for Strategic Leadership

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

4.5.2. Influence of Level of Education on the Relationship between Strategic Leadership and Performance

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

	Model	Unstandardized Coefficients		Std Coeff.	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.173	.392		2.988	.006		
	Strategic direction	1.011	.219	1.516	4.624	.000	.104	9.589
	Human capital	-.277	.175	-.312	-1.582	.125	.287	3.480
	Core competence	-.607	.239	-.925	-2.535	.017	.084	11.867
	Level of education	-.175	.076	-.331	-2.311	.028	.547	1.827

Table 11: Influence of Level of Education on the Relationship between Strategic Leadership and Performance

When principals' level of education was introduced in the regression model, it accelerated the relationship between Strategic Leadership and Performance, three more elements of strategic leadership and core competence level of education also had significant relationship with performance. It was only human capital that had no significant relationship with performance of public secondary schools in Koibatek Sub-County.

5. Conclusions and Recommendations

5.1. Conclusions

The general objective of the study was to establish the effect of strategic direction, core competence and human capital on performance of public secondary schools in Koibatek sub-county, Kenya. The hypothesis HO_1 that the strategic direction does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya was rejected because principal understands the environment they operate in and schools have functioning strategic plan in place influenced the performance of public secondary schools in Koibatek Sub-County. The hypothesis HO_2 that the core competence does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya was rejected because the study established significant relationship between existence of leverage of competencies across all school departments, the principal is known for quality and cost management competence, the principal is known for forward looking and anticipation competence, the principal is known for effective communication and the principal has a motivational competence.

The hypothesis HO_3 : that the human capital does not significantly influence performance of public secondary schools in Koibatek Sub-County, Kenya was therefore rejected. This was because the study established significant relationship between two variables; the schools had highly qualified staff and Sub-ordinate staff were hired on merit the performance of public secondary schools in Koibatek Sub-County.

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

5.2. Recommendations

First, the study recommends that that public secondary schools in Kenya need to strengthen the strategic leadership in the school operations. The Ministry of Education should adjust its policy in such a way that strategic leadership is part and parcel of principals' in-service training. Second, through the Directorate of Quality Assurance, the Ministry of education should monitor how the principal apply strategic leadership in creating the vision for the public secondary schools.

Apart from evaluating students at KCSE level, school's management should be evaluated based on the achievements of strategic leadership by the Directorate of Quality Assurance, the Ministry of education. The Ministry should evaluate the application of strategic direction by making sure that each school has a functioning strategic plan. The Ministry should also evaluate how the principal earnest the exiting or creating core competence to make the schools have competence skills required for school success. The Ministry should also evaluate how the principal utilizes the existing human capital to help the schools achieve their goals. Last the ministry should evaluate how the principals carry out resource alignment in the achievement of the school's goals.

6. References

- i. Amos, T. (2007), Strategic leadership: key driver for strategic implementation. *Management Today*.
- ii. Bhatia, R. C. (2009). *Business organization and management*, (3rd Ed.). Ane Books Pvt. Ltd.: New Delhi.
- iii. Bakar, M. S., & Mahmood, R. (2014). Linking transformational leadership and corporate entrepreneurship to performance in the public higher education institutions in Malaysia. *Advances in Management and Applied Economics*, 4(3), 109.
- iv. Bateman, T. S., & Snell, S. A. (2009), *Management: Leading and collaborating in competitive world*. Bateman. Snell 8th Ed. McGraw-Hill, Irwin.
- v. Breene, T., & Nunes, P. F. (2006). Going the distance: How the world's best companies achieve high performance. *The Journal of High- performance business* No. 3.
- vi. Collins, J. (2011). Where are you on Your Journey from Good to Great? Good to Great Diagnostic Tool by Jim Collins. Sourced from www.jimcollins.com/tools (Accessed 4/8/2019).
- vii. Dixon, M. L., & Hart, L. K. (2010). The impact of path-goal leadership styles on work group effectiveness and turnover intention. *Journal of managerial issues*, 23(1), 52-69.
- viii. Jooste, C., & Fourie, B. (2009). The role of strategic leadership in effective strategy implementation: Perceptions of South African strategic leaders. *Southern African Business Review*, 13(3), 51e68
- ix. Ireland, R. D., & Hitt, M. A. (2005). Achieving and maintaining strategic competitiveness in the 21st Century: The role of strategic leadership. *Academy of Management Executive*, 19(4), 65-77.
- x. Kirimi, B. A., & Minja, D. (2010). *Transformational corporate leadership*. Wake Forest, NC: IPI Publishers.
- xi. Kjelin, E. (2009). *A Concept Analysis for Strategic Leadership*. EBS Review No. 26, 37-57.
- xii. Kombo, D.K. & Tromp, D.L.A. (2006). *Report and Thesis Writing: An Introduction*. Nairobi: Paulines Publications Africa.
- xiii. Malik, S. H. (2012). A Study of Relationship between Leader Behaviors and Subordinate Job Expectancies: A Path-Goal Approach. *Pakistan Journal of Commerce & Social Sciences*, 6(2), 357-371.
- xiv. Nel, C. (2008). *High performing organizations*. Unpublished document. Stellenbosch: University of Stellenbosch.
- xv. Northouse, P. G. (2013). *Leadership: Theory and practice* (6th Ed.). Thousand Oaks, CA: Sage Publications, Inc.
- xvi. Obiwuru, T. C., Okwu, A. T, Akpa, V. O. & Nwankwere, I. A. (2011). Effects of leadership style on organizational performance: A survey of selected small scale enterprises in Ikosi-Ketu Council Development Area of Lagos State, Nigeria. *Australian Journal of Business and Management Research*, 1(7), 100-111.
- xvii. Prasertsri, R. (2008). Strategic leadership New Age, *Management Journal*, 6 (2), pp. 1-10
- xviii. Prokesch, S. E. (1997), *Unleashing the Power of Learning: An Interview with British Petroleum's John Browne*. *Harvard Business Review*, 75(5), 146-68.
- xix. Rowe, W. G. (2001), *Creating Wealth in Organizations: The Role of Strategic Leadership*. *The Academy of Management Executive*, 15(1).
- xx. Sammons, P., Gu, Q., Say, C., & Ko, J. (2011). Exploring the impact of school leadership on pupil outcomes: Results from a study of academically improved and effective schools in England. *International Journal of Educational Management*, 25(1), 83e101.
- xxi. Senge, P. (2012). *The fifth discipline: the art and practices of the learning organization*. (6th Ed.). New York, NY: Doubleday.