



## Moderating Effect of Principal's Leadership on the Relationship between School Board Efficacy and Students' Academic Performance in Selected Secondary Schools in North Rift Kenya

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### Abstract

School Boards have a definitive role in school outcomes and schools require effective leadership in order to provide the best possible education for their learners. The purpose of this study was to establish the moderating effect of the principal's leadership on the relationship between Board of Management (BOM) efficacy and student's performance in selected secondary schools in the North Rift of Kenya. Cross sectional survey design was employed for this study. Multistage, stratified and simple random techniques were used to select 358 teachers who were administered with questionnaires in the counties of Uasin Gishu, Elgeyo Marakwet and Nandi out of a target population of 6,678 teachers. Reliability of the instrument was tested by use of Cronbach alpha. Hayes (2018) PROCESS macro version 4.2 model 1, descriptive and multiple regression were used to analyze the data. The findings indicated that principal leadership moderates the relationship between BOM efficacy and student academic performance ( $b=.07, p<.01$ ). The study concludes that principal leadership plays a significant moderating role in strengthening the relationship between BOM efficacy and students' academic performance. The study recommends strengthening principal leadership capabilities and promoting effective collaboration with BOMs in secondary schools in order to bolster student success and improve overall educational outcomes. These findings have implications for policy and practice, highlighting the need for targeted interventions aimed at developing and strengthening principal leadership capacity and promoting effective BOM governance structures in secondary schools.

**Key words:** *Board of Management Efficacy, Principal Leadership, Moderation, Student Academic Performance*

### 1.0 Introduction

Studies that highlight the dynamics and relationship between school boards and the school leadership are “essential to education quality” (Honingh *et al*, 2020). Board effectiveness has been defined as “the board's ability to effectively perform its control and service tasks” (Heeskerk, 2021) cited in Loh *et al* (2021) and “the board's capacity to fulfil its role effectively” (Loh *et al*, 2021). The main mission of school governance is one – to enhance the academic output and achievement of the schools they serve (James Svara, 1990 cited by Ford and Ihrke, 2016).

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School boards play a definitive and significant role in school outcomes and schools require effective leadership and management if they are to deliver the best possible education for their students (Bush, 2007; Ayeni & Ibukun, 2013). An effective board is the most critical aspect to a school (Lee, 2015; Holland, 2018) and a highly superior school governance is fundamental to having an accountable school (DfE, 2014). Boards occupy a central place with regard to school governance and should therefore warrant quality and monitor performance (Honingh *et al.*, 2020). School boards ought to be effective so as to improve school results by winning over and motivating the abilities of all the actors in the school, as well as harnessing the school culture and environment (Pont *et al.*, 2008).

Research has brought to light three qualities of effective school management. They plainly communicate challenges faced and offer categorical insight on how to overcome them, they harness human and economic means towards the common goals and build networks for their execution, and attend to solving emergent problems that affect their school with local solutions (World Bank, 2018). They are also open, transparent, and publicly accountable for their educational accomplishments and good use of funds Ng (2013). The effective school governing body is one to ask questions that challenge assumptions and support effective decision-making and reinforce the school leadership and contribute to improved results (Ofsted, 2011).

As the final authority in school, and those who work with the other stakeholders, the school board should be “in tune” with local community needs and aspirations so that they can be in a position to decipher local data in the best possible way and make highly contextualized and informed decisions that uphold school-based initiatives (Newton & da Costa, 2016). The ultimate responsibility and objective of boards is to thoughtfully exercise their oversight role, promote a culture of excellence and integrity within the institution and work with the management to develop strategies for long-term value (Lipton *et al.*, 2011).

Principal’s leadership is seen as a very important predictor of student outcomes (Robinson *et al.*, 2008; World Bank, 2018). Its influence is said to be only second in importance to teacher instruction in the classroom in comparison to other school factors that construe to fine-tune improved standards of achievement (Leithwood *et al.*, 2004; World Bank, 2018). It does so by indirectly enhancing the quality of teaching and ensuring the utilization of teaching and learning materials (World Bank, 2018). An exceptional school principal is the most important contributor to improved learning (Xu, 2018; Day & Sammons, 2016; Nettles & Herrington, 2009).

School leadership is where the head teacher steers the school community made up of teachers, learners, and parents to achieve the set goals and objectives by persuasion and participation until the targets become a reality (Northouse, 2019). The school leadership is said to be the mediator between the classroom, the school, and the national education system and effective leadership has the potential to enhance learning by creating a kind of setting and environment where the best instruction can occur. Outside school, Principals can make associations and acclimatize the school to fit the ever-changing external context, thus being a tie that links the procedures for growth and

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development within the school and the exterior source of change itself. They influence the stimulation, abilities, and operational environment of teachers who on their part mould classroom practice and learners' education (Pont *et al.*, 2008). The principal should therefore have close collaboration with the school board to maintain academic standards in the school, and promote teamwork through collaboration with the staff in school. He serves as the accounting officer of the institution and as secretary and technical advisor to the Board of Management (Robinson *et al.*, 2008; Waters *et al.*, 2003).

Academic performance has been conceptualized as an amorphous and broad term that includes a wide range of scholarly outcomes from attaining a degree to development morally (York *et al.*, 2019). According to Narad & Abdullah (2016), it is the product of an education process, evaluated against goals set by the both teacher and learner to be realized within a specified period and measured in terms of continuous assessment or examination results. Lamas (2015) echoes them on the view that academic performance is a collaborative outcome that results from student learning and the teachers' teaching, which is the total of what has been learned through the educative process.

According to Torrez & Rodriguez (2006), as cited in Lamas (2015), academic performance has to do with the degree of knowledge acquisition in a field or subject against the norm measured by grades. They argue that when a student is motivated to attain a personal target, an interest in the subject area develops and learning takes on a personal significance to the learner. The learner then interacts with the taught content and relates the concepts with the knowledge and experiences acquired previously. This mode of study is thought to achieve the best academic performance. It has also been defined as capturing a student's capacity to meet performance standards and the grades are used to gauge whether learning objectives and acquisition of skills and competencies were met, it is meant to represent academic ability (Singh *et al.*, 2016).

Students' academic performance in Kenya is assessed on the national examinations the Kenya Certificate of Secondary Education (KCSE) which have been poor for many years (Kiptum, 2016). Data from the Kenya National Examination Council (KNEC) shows that in 2019, a total of 697,222 candidates sat for the national examinations. Out of that number, only eighteen percent attained grades C+ and above and therefore qualified to pursue a university education. The mean grade was D minus. There has been a noticeable decline in academic performance in Kenyan secondary schools from 2019 to 2023. The year 2023 registered the highest number of candidates scoring a mean score of E.

Studies that have looked at the influence of the principal leadership and school board on academic performance include: a study by Lord *et al.*, (2009) who investigated the relationship between leadership and governance in narrowing the gap for outcomes. Their study found that the role of effective leaders is to think creatively and incorporate the governors in the "... shared participation, shared responsibility and shared accountability". Mahlangu (2005) also carried out a study to determine the relationship between the school principal and the school governing body.

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The study findings were that the problems in their relationship were due to the undemocratic behavior and domineering attitude of the principals particularly in relation to the parents. The study also established that the relationship challenges between the principal and the school governing body are related to a lack of trust, sound decision-making, and accountability. There was also a lack of coherent collaboration and empowerment. The substantial extent of the problem had created a negative effect on the quality of teaching and learning in the school.

### ***1.1 Statement of the problem***

In Kenya, Boards of Management (BOMs) are responsible for governing schools and ensuring quality education, as mandated by the Basic Education Act No. 13 of 2014. Despite having frameworks and policies in place and the allocation of significant amount of resources, concerns persist about the low academic performance in secondary schools, as seen in the consistently low scores in national exams. Previous research has seen little attention given to the moderating effect of school leadership on the relationship between BOM efficacy and academic performance. This study addresses this gap, and controls for the potentially confounding variables of class size, school type, and climate in the hope of offering detailed insights and suggestions for creating policies and programs to enhance academic achievement in secondary schools.

### ***1.2 Research Objective***

The objective of the study was to assess the moderating effect of principal's leadership on the relationship between BOM efficacy and student academic performance in selected

### ***1.3 Theoretical framework***

This study was guided by the Systems Theory as proposed by Ludwig Von Bertalanffy in 1968. The systems theory views organizations as systems whereby a system is an interrelated set of elements functioning as an operating unit (Senge, 2006). As a system, an organization is composed of many sub-systems where all the sub-systems function in a relationship that is interdependent and interactional in order to accomplish certain aims and goals. The subsystems or components are linked to each other in various ways including: communication, decisions, authority, responsibility, relationships, objectives, policies, procedures, and other aspects of coordinating mechanism. The theory further proposes that systems are open and therefore interact with the environment outside them. The environment provides key resources that sustain the organization and lead to its survival. The environment consists of other organizations that exert various forces of an economic, political, or social nature. As open systems, organizations are thus highly reliant on the environment. According to Eacott (2015), an open system consists of five basic elements; inputs, a transformation process, outputs, feedback, and the environment. Inputs are the diverse manner of resources from the environment that the organization works on in the production process. At the transformation process stage, the organization creates new products, develops materials, educates individuals, or delivers services. The outputs are consequently transferred back to the external surroundings. They become inputs for other systems or the system itself. The cycle renews itself as the course begins all over.

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This study is modeled on the systems theory because in schools, there is the transformation process of inputs into outputs. There is also constant exchange with the larger society. As adapted in this study, the school's inputs include among others; students, teachers, and the syllabus. The transformation process is the actual teaching and learning, which may be curricular and co-curricular, and the school routine. The output is the student's achievements. The BOM forms a part of the environment.

Therefore, the systems theory helps in explaining the multifaced nature of school management. Through systems thinking, the school board can appreciate the school stakeholders as being part of a common system and work harmoniously together with them to realize the schools' common target. The BOM originates from the school's external environment but brings ideas and resources to add value to the transformation process and consequently the academic performance of a school. The school leadership can heighten, pacify, or reduce their influence during the transformation process, depending on how open he or she is to the interaction with the BOM. This theory was adopted by this study because the propounded tenets are relevant in discussing the research objectives.

## 2.0 Literature Review

### 2.1 BOM efficacy and student performance

Honingh *et al* (2020) did a systematic review of international literature to provide an overview on the relationship between school boards and education quality and specifically on-board composition and behavior factors in major publications on educational governance. Transparency and rigour were the major determinants used for the selection. The initial 4939 databases were reduced to 16 empirical articles from US, the UK and the Netherlands to ensure variety. The findings of the review indicate that the selected studies all used different methodology, the boards under study also had different compositions and scope which made generalizing of conclusions on how school boards relate with quality of education problematic. The study also established that majority of studies operationalized education quality as results of students' tests and performance which was considered a limited view of educational quality.

A study done by Ford (2013) on the impact of School Board Governance on Academic Achievement in Diverse States in America, using a survey on the 14,000 elected board members in the U.S. The general finding of the study was that the district-level performance is indeed influenced by the way school boards govern and therefore improving school governance is one way to deal with improving students' academic performance. Precisely, the study found that the schools that had higher scores in the performance indicators were those schools whose school boards engaged in strategic planning, those that saw their superintendent as a collaborator and alleviated conflict. The study concluded that traditional school boards can and do influence academic outcomes and hence improving school board governance is a legitimate approach to improving academic achievement.

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Plough (2014) did a study to assess the difference between board members' perceptions of their own behaviours and beliefs regarding students' performance using a mixed methods research approach. The study was a comparison of views from high-performing poverty districts and the low-performing districts in California. The study utilized the Seven Key Areas of Board Behaviours from the Light House inquiry. The findings indicated that: there was certainly a difference between school board members' perceptions of their behaviors and beliefs in relation to student achievement. The two types of districts – high and low performing agreed that an effective board is a vital resource to the organization, that board members possess a basic commitment to narrowing the achievement gap. Some other findings also indicated that the board members from high-performing districts spent more time with government and community agencies for the purpose of enhancing the district's ability to raise student achievement while the board members from the low-performing districts spent more of their time than their counterparts revising and updating policies that deal with student achievement.

Cornforth (2001) explored the effect of board inputs, structures and processes on board effectiveness. The methodology utilized was postal surveys on non-profit organizations in the U.K. The results indicated that board inputs and three board processes are crucial in describing the effectiveness of boards which are; board members have the time, skills and experience to get the job done; categorical board roles and responsibilities, the board and organizational management have a shared vision of how their goals can best be attained and the board and management can periodically be evaluated on their work.

In Hess (2002), the National School Boards Association (NSBA) undertook an extensive research to shed light on the nature and challenges faced by school boards across the country. It targeted 2000 board members across all 14,890 school. The findings show fundamental differences between the large and small district boards with the former being comparatively political in nature, take part in more expensive campaigns, have more alert interest groups, the candidates more politically oriented and their elections are more hotly contested. The results for the boards in the smaller districts are the opposite; they are more apolitical, attract minimal attention and run cheaper, uncontested campaigns. The similarities were that all school board members highly prioritized student achievement, put substantial amount of their time to school leadership and up to two-thirds were not remunerated for their work. The concerns of the large, urban districts were mainly school violence and teacher shortages which were less prevalent in the smaller districts and yet it informed the image of school boards and school systems in the whole country.

## **2.2 Principal's leadership as a moderator**

Sebastian & Allensworth (2019) undertook a study that utilized moderated mediation to analyze how a variation in the school leadership is equivalent to improved performance when mediated by a change in the organizational process of parent-teacher trust, school climate, and professional capability. These mediated relationships were further tested to ascertain whether initial school conditions moderated them. Their results showed that enhancement in school leadership corresponded to improvement in learning outcomes through school climate. Abdullah *et al*, (2013)

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examined principal leadership practices as a moderator in the relationship between workplace spirituality and leadership effectiveness in secondary schools in Malaysia. Data was collected from nine hundred and eighty-nine qualified teachers from eighty-seven national schools. The study established that principal leadership practices moderated the relationship between workplace spirituality and leadership effectiveness and that workplace spirituality leads to effective leadership practices and recommended that the school administration should take advantage of workplace spirituality and leadership practices as ways of inspiring the teachers so that their satisfaction and commitment levels increase.

Tan *et al.*, (2021) did a meta-analysis of literature and identified 108 studies with associations between principal leadership and student academic performance. Their study sought to establish the impact of a research-based range of behaviors, for varying categories of school leaders on differing student performance by investigating the moderating effect of various school contexts on principal effects. Theirs was an important pioneer study that filled a gap that previous meta-analysis studies had not done previously by examining the moderating effects of the diverse backgrounds and procedural constructs on principal leadership effects. Results from the moderation analysis indicated that only levels of analysis considerably moderated principal leadership effects in studies that utilized school-level analysis but not in those that utilized lower-level analysis. The results were not significant for school socio-economic status, grade levels, and types of studies among others.

Okwisa (2023) in her study on the effect of leadership practices on academic performance analyzed the moderating effect of teacher commitment on that relationship. The study was done in the cities of Nairobi, Mombasa and Kisumu of Kenya using a sample of 360 teachers and head teachers. The study utilized a concurrent mixed methods research design and analyzed the moderating effect by using moderated multiple regression analysis through the step-wise hierarchical regression model. The study found that staff commitment considerably moderated the correlation between leadership practices and academic performance of city public primary schools in Kenya.

### **3.0 Materials and Methods**

#### ***3.1 Research design and sampling procedure***

The study adopted the cross-sectional survey design. Convenient sampling was used to select the three counties of Nandi, Elgeyo Marakwet, and Uasin Gishu. A sample size of 364 teachers was used as is recommended by Krejcie & Morgan (1970) out of a target population of 6,678. Proportionate stratified sampling technique was used to get the number of teachers from each sub-county. Finally, random sampling was used to select the specific teachers from each sub-county. School teachers were chosen as they are first hand recipients of school leadership decisions and are one of the most knowledgeable stakeholders about BOM and school principals' operations in school and potentially offer a realistic scenario of their schools. Data was collected by use of a

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close-ended self-administered questionnaire for its capacity to solicit data from a large sample size and the results can be generalized for a whole population. The data was obtained from a 5-point Likert scale and analyzed using descriptive and multiple regression was used to assess the moderating effect of principal’s leadership on the relationship between BOM efficacy and student academic performance in selected.

#### 4.0 Results and Discussion

##### 4.1 Demographic characteristics of respondents

Table 1 respondents’ demographics

Demographic Factor		N	% of N
Teacher’s Age Range	21-30	135	37.7
	31-40	131	36.6
	41-50	63	17.6
	above 51	29	8.1
	<b>Total</b>	<b>358</b>	<b>100</b>
Teacher’s Gender	Male	184	50.4
	Female	174	47.7
	<b>Total</b>	<b>358</b>	<b>100</b>
Highest academic Qualification	Diploma	19	5.2
	Degree	305	83.6
	Postgraduate		
	Diploma	7	1.9
	Masters	27	7.4
	<b>Total</b>	<b>358</b>	<b>100</b>
School Type	National	59	16.2
	Extra County	107	29.3
	County	65	17.8
	Sub-county	127	34.8
	<b>Total</b>	<b>358</b>	<b>100</b>
Average class size	Below 60	281	77
	61-80	57	15.6
	over 81	20	5.5
	<b>Total</b>	<b>358</b>	<b>100</b>
School Climate	very high	64	17.5
	moderately high	115	31.5
	Neutral	147	40.3
	Low	31	8.5
	very low	1	0.3
	<b>Total</b>	<b>358</b>	<b>100</b>

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Table 1 shows the study respondents’ demographic characteristics and they indicate that most respondents 74% were below 40 years while the least at 8.1% were over 50 years old. In terms of gender, a marginal majority of 50.4% comprised male teachers, while 47.7% are female. 83.6% (n=305) of respondents hold a degree while 7.1% (n=26) have obtained a diploma/postgraduate diploma.

On the type of school, the majority were from sub-county schools at 34.8% (n=34.8), followed by extra county schools at 29.3% (n=107), county schools at 17.8% (n=65), and national at 1.2% (n=59). The majority of learners 77% (n=281) are from the class size of less than 60 learners while those from classes of over 80 learners at 5.5% (n=20). On the school climate (the expectation to succeed), the majority of the respondents’ perception was neutral at 40.3% (n=147), followed by moderately high at 31.5% (n=115), then very high at 17.5% (n=64), low at 8.5% (n=31) and very low at 0.3% (n=1).

**4.2 Descriptive statistics and reliability for study variables**

**Table 2 Descriptive statistics and reliability analysis**

Variable	Mean	SD	Cronbach $\alpha$
BOM Efficacy	4.13	1.00	0.793
School Leadership	4.58	0.729	0.939
Academic Performance	4.548	0.720	0.805

Table 2 shows the summary statistics for the sampled variables, with school leadership having the highest mean of, 4.58 and SD = 0.729 respectively. This was followed by academic performance (M = 4.548, SD = 0.720) and BOM Efficacy (M = 4.13, SD = 1.00) respectively. The table also indicates reliability test of the instrument. The Cronbach's alpha coefficient ( $\alpha$ ) for all the variables are well above the recommended value of 0.7 implying a strong internal consistency, indicating high correlation and reliability among the items within the construct (Hair et al, (2019).

**4.3 Relationship between Covariates and Student Academic Performance**

Pearson correlation is used to determine the direction and strength of the relationship between two or more variables. The relationship between student academic performance (SAP) and the study covariates: school climate, school type, and class size were investigated by the use of the Pearson product-moment correlation coefficient. The results showed that a positive moderate correlation exists between student academic performance and school climate  $r = .039$ , a positive strong correlation exists between student academic performance and school type  $r = .076$ , and a positive moderate correlation exists between student academic performance and class size  $r = .044$ ,  $n = 358$ ,

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$p < 0.463$ ,  $p < .156$ ,  $p < .411$  respectively as shown in Table 3. The study covariates therefore correlate with the independent variable of the study.

**Table 3 Pearson Correlation Results for Study Covariates**

		Correlations			
N=358		SAP	SCL	STP	CSZ
SAP	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	358			
SCL	Pearson Correlation	.039	1		
	Sig. (2-tailed)	.463			
	N	358	358		
STP	Pearson Correlation	.076	.516**	1	
	Sig. (2-tailed)	.156	.000		
	N	358	358	358	
CSZ	Pearson Correlation	.044	.115*	.127*	1
	Sig. (2-tailed)	.411	.031	.017	
	N	358	358	358	358

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

\**. Correlation is significant at the 0.05 level (2-tailed).*

#### **4.4 The Moderating Effect of Principal Leadership on the Relationship between BOM Efficacy and Student Academic Performance**

The study adopted multiple regression analysis via SPSS PROCESS macro version 4.2 model number 1 by Hayes (2018) to test the Moderating Effect of Principal leadership on the relationship between BOM efficacy and student academic performance. PROCESS macro was chosen because its usage is fairly easy and it comes with a huge built-in catalog of model templates. Researchers get to choose from this wide selection of models for the one that best answers their research question (Sebastian & Allensworth, 2019).

All the variables were mean-centered to lessen multicollinearity (Aiken and West, 1991). The predictor variable accounted for a significant amount of variance in student academic performance  $R^2 = .16$ ,  $F(1,351) = 11.19$ ,  $p < .001$ . Therefore, BOM efficacy positively affects student academic performance.

The study then went on to examine whether the relationship between BOM efficacy and student academic performance is moderated by principal leadership. The hypothesis stated the principal's leadership does not significantly moderate the relationship between BOM efficacy and students' academic performance. We observed that the interaction term is significant,  $b = .07$ ,  $p < .01$ . Therefore, the hypothesis was rejected. Next, we conducted a simple slope analysis and probed interactions (Figure 1). When principal leadership is high ( $b = .065$ ,  $p < .001$ ) and medium ( $b = .041$ ,

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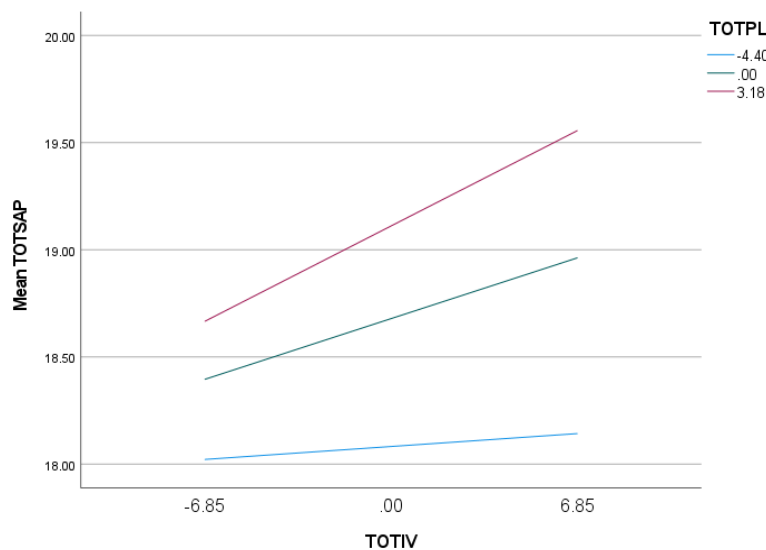
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$p < .01$ ), BOM Efficacy is associated with high levels of student academic performance. However, when principal leadership is low, this relationship becomes non-significant ( $b = .008$ ,  $p = .69$  as shown in Table 4 and Figure 1 below. Therefore, principal leadership amplifies the effect of BOM Efficacy on student academic performance.

**Table 4 Moderated Regression Results (N=358)**

Predictors	B	S.E	t
Constant	19.19***	0.30	63.26
BOM Efficacy X	0.041***	0.15	2.75
Principal Leadership W	0.14***	0.31	4.39
X.W	0.007**	0.003	2.43
SCL	-.0296	.1075	-.2756
STP	-.1184	.0854	-1.3863
CSZ	-.0907	.1481	-.6128

Note  $F(1,351) = 11.29***$ ;  $R = .40$ ,  $R^2 = .16$ ; \*\*\* $p < .001$ , \*\* $p < .01$ , S. E = standard error, b is unstandardized regression coefficients



**Figure 1: Graphic Presentation of the Moderating Effect of Principal Leadership on the Relationship between BOM Efficacy and Student Academic Performance**

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The findings of this study support the findings of Hou *et al.*, (2019) whose study examined the impact of instructional leadership on high school student academic achievement in China and to establish the specific dimensions that had the most impact. The study that controlled for students' background, principal's demographics, and school context found that generally, instructional leadership had a significant moderating effect on high school and college entrance scores.

They also support the findings of Sebastian & Allensworth (2019) whose study utilized moderated mediation to analyze how a variation in school leadership is equivalent to improved performance when mediated by a change in the organizational process of parent-teacher trust, school climate, and professional capability. Results indicated that enhanced school leadership corresponded to improvement in learning outcomes mediated by school climate whatever the starting position of the school leadership. Abdullah *et al.* (2013) in their study also corroborated that principals' leadership practices moderated the relationship between workplace spirituality and leadership effectiveness in Malaysian post-primary institutions. Tan *et al.* (2021) on found that only levels of analysis considerably moderated principal leadership effects in studies that utilized school-level analysis but not in those that utilized lower-level analysis. The study finding also agrees with Okwisa (2023) which established that staff commitment considerably moderated the correlation between leadership practices and academic performance of city public primary schools in Kenya.

## **5.0 Conclusion and recommendation**

The objective of this study was to assess the moderating effect of principal's leadership on the relationship between BOM efficacy and student's performance in selected secondary schools in Kenya. The findings indicate that Principal Leadership plays a moderating role in the relationship between Board of Management (BOM) Efficacy and Students' Academic Performance in selected public secondary schools in Kenya. This implies that the effectiveness of the BOM in influencing students' academic performance is influenced by the leadership practices demonstrated by the principal. In other words, the impact of the BOM on academic outcomes was enhanced by the leadership style, actions, and decisions of the principals within these schools. Therefore, strategic leadership development and collaborative governance approaches between the principal and the BOM maximize educational outcomes in secondary schools hence ultimately impacting students' academic performance.

The study findings established that principal's leadership has a moderating effect on the relationship between BOM efficacy and student academic performance in selected secondary schools in Kenya. Therefore, the principals should acquaint themselves with the laws, policy documents, circulars, and any other such documents that govern institutions so that they can advise the BOM from a point of knowledge. They should also increase their leadership skills to be able to effectively moderate the BOM in their role of enhancing student academic performance. Principals should be at the center of connecting the BOM and other school stakeholders and channeling their strengths to the right use for the sake of bettering the school.

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#### Conflict of interest

The authors declare no conflict of interest in the study

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