

Abstract

The purpose of this study was to establish the teacher empowerment strategies and how they influence students' academic achievement in Kenya Certificate of Secondary Education (KCSE) in public secondary schools in Gatanga sub-county, Kenya. Two research objectives and two null hypotheses guided that study. The null hypotheses stated that there was no significant relationship between teachers' involvement in decision making and teachers' professional development and KCSE achievement of public secondary schools in Gatanga Sub-County, Kenya. The study employed descriptive survey research design. The sample for the study was 18 headteachers and 84 teachers. Data was collected by use of questionnaires and was analysed using inferential statistics. The analysis was done by use of frequencies, percentages, means and standard deviations. Pearson's Product Moment Correlation Coefficient was used to establish the relationship between the independent and dependent variables. Findings revealed that there was a strong positive relationship $p = 0.72$ between teachers' involvement in decision making and KCSE achievement. It was also revealed that there was a significant relationship between teachers' professional development and KCSE achievement as shown by the $p = 0.63$. Based on the findings of the study, the researcher suggested that a study on the influence of teacher characteristics and students KCSE achievement should be conducted. It was also suggested that a study on teachers' level of job satisfaction, teachers' level of motivation and teachers demographic factors on students' KCSE achievement should be conducted.