

**INFLUENCE OF HEADTEACHERS' ADMINISTRATIVE PRACTICES  
ON TEACHER PERFORMANCE IN PUBLIC PRIMARY  
SCHOOLS IN KITUI CENTRAL SUB-COUNTY,  
KITUI COUNTY, KENYA**

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OF THE REQUIREMENTS FOR THE AWARD OF MASTER  
OF EDUCATION DEGREE IN ADMINISTRATION,  
LEADERSHIP AND MANAGEMENT OF  
MOUNT KENYA UNIVERSITY**

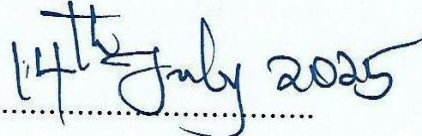
**JULY 2025**

## DECLARATION AND APPROVAL

### Declaration by the Student

This research project is my original work and has not been presented for a degree in any other University or for any other award

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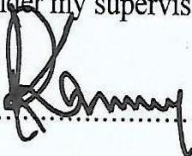
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I confirm that the work reported in this research project has been prepared by the candidate under my supervision

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## DEDICATION

To my children, Justus Musyoki Mutemi, Gloria Mutanu Musyoki and Moses Mumo  
Justus, for supporting my studies.



## ACKNOWLEDGEMENT

I want to offer my humble thanks to a number of people who have been involved critically at various stages of the project development process. My greatest thanks are to my supervisor, Dr. Robert Kamau, for his excellent direction, as well as for the numerous yet invaluable corrections that have gone into refining the document. I am also immensely thankful to God for His rich divine direction, and for the provision of the strength, patience, and resolve necessary through the process of developing and finishing the work. To my fellow peers at Mount Kenya University, a number of whom I might not have the opportunity to thank individually, I owe my greatest gratitude for your cooperation and input. Thank you all, and may God's favors smile down upon you all.



## ABSTRACT

Headteachers' administrative practices are critically related to effective classroom instruction, coverage of syllabus and teacher performance in schools. Nevertheless, teacher performance continues to be weak in a number of public primary schools in the Kitui Central Sub-county. Most of the teachers do not cover the syllabus within the stipulated time, which renders learners weak academically. Consequently, the current study had the objective of evaluating the impact of headteachers' administrative practices on teacher performance among public primary schools in the Kitui Central Sub-county, Kitui County, Kenya. The study intended to investigate the impact of headteachers' motivation, performance appraisal, teacher mentorship, and instructional supervision on teacher performance. Underlying the study were systems theory and the theory of the productivity of education. Based on the nature of the study, a mixed-methods study was used, employing a concurrent triangulation design of data collection to gather inclusive data. The study had 757 participants, consisting of 78 headteachers and 679 teachers. 260 participants were found through Yamane's formula. Stratified sampling was used to establish two strata using zones as the strata within the Kitui Central Sub-county. Four headteachers were given a purposive selection, with a bias towards schools, which have been poor performers in the Kenya Certificate of Primary Education (KCPE) examinations over the last five years. Besides, 48 teachers were randomly sampled through simple random sampling while ensuring unbiased participation, following the sampling design adopted. The sampled number translated into 20 headteachers and 240 teachers, respectively. Data were collected by using questionnaires for teachers and interviews for the headteachers. Prior to the data collection, a pilot study involving 26 respondents drawn from two public primary schools found in the Kitui Central Sub-county was carried out to establish the validity, reliability, credibility, and dependability of the data collection instruments. Validation of the instruments through expert judgment from educational management experts and university supervisors established the validity of the instruments. Through the split-half technique, the instruments revealed a Cronbach's alpha, which depicted strong internal consistency, thus yielding 0.725. Credibility was warranted through data triangulation employing multiple analysts, while dependability was maintained through the complete documentation of data collection procedures. Qualitative data were analyzed thematically based on the study's objectives and presented in narrative form, while quantitative data were analyzed inferentially using linear regression analysis with the Statistical Package for Social Sciences (SPSS) version 23. The quantitative results were displayed in tables for clarity. The findings revealed that many teachers in the area struggle to complete the syllabus on time, which negatively impacts performance in the Kenya Certificate of Secondary Education. Although headteachers conduct regular performance appraisals, these evaluations have not led to substantial improvements in teaching effectiveness. The study also found that headteachers seldom motivate teachers, and mentorship efforts are largely ineffective, although instructional supervision is conducted regularly. Based on these results, the study recommends allocating funds to support programs that enhance teacher motivation and mentorship. The Ministry of Education continue to provide training for headteachers on the effective use of the Teacher Performance Appraisal and Development (TPAD) tool. Headteachers are encouraged to maintain regular supervision of teaching activities.

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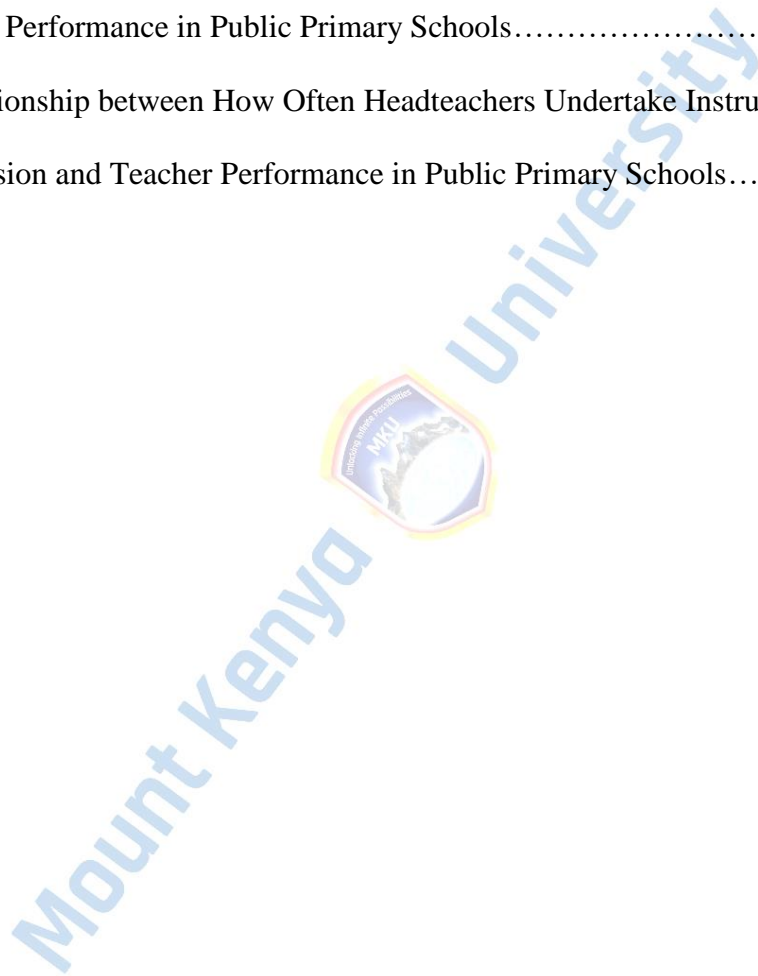
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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>IEBC</b>	Independent Electoral and Boundaries Commission
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>KNBS</b>	Kenya National Bureau of Statistics
<b>MDGs</b>	Millennium Development Goals
<b>MoE</b>	Ministry of Education
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>OECD</b>	Organization for Economic Co-operation and Development
<b>RoK</b>	Republic of Kenya
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TPAD</b>	Teacher Performance Appraisal and Development
<b>TSC</b>	Teachers' Service Commission
<b>USA</b>	United States of America

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter sets out the study background, posits the research problem, and stipulates the purpose, objectives, and research questions. Additionally, the chapter addresses the study's rationale, significance, assumptions, scope, limitations, and delimitations, as well as a list of operational definitions of key terms.

#### **1.1 Background to the Study**

Teachers are the backbone of the success of any school reform, thus becoming a key component of the school system through enabling the achievement of the curriculum intentions. According to Aaronson, Lisa, and William (2014), teachers are tasked with the provision of classroom pedagogy, coverage of the syllabus, and the attainment of robust academic achievement by the students in internal as well as national tests. Similarly, McDonnell (2014) notes that teachers are crucial in implementing competency-based curricula and perform other roles such as guiding and disciplining students, respecting cultural diversity, fostering positive relationships with families, and creating a nurturing community of learners. They also teach in ways that promote development and learning within the classroom.

To achieve these goals, the administrative practices adopted by school heads are of paramount importance and cannot be overlooked. Administrative practices encompass areas like teacher motivation, performance appraisal, instructional supervision, and teacher mentorship. However, the impact of these practices on teacher performance has yet to be fully explored. Ramsey (2010) argues that in schools, both students and staff tend to align with the behavior and attitude of their headteacher. The headteacher is considered the primary model of behavior, and no school can perform well without an

effective and efficient leader. This implies that headteachers must take responsibility for all actions and outcomes within their schools, leading both by words and actions. They must create an environment conducive to teaching and learning, thereby influencing the overall educational experience. International studies suggest widespread agreement that educational reforms in various countries have substantially altered the roles of primary school headteachers. For instance, in the United Kingdom, Huber, Hunter, and Beatriz (2012) report that headship has been a focal point of policy changes for over a decade. Kimmelman (2010) mentions that in Bangladesh, many schools practice a strategic managerial leadership style, where the headteacher uses power and authority to ensure compliance from staff.

In India, Bedassi (2019) notes that school leaders have implemented various strategies to motivate teachers. These strategies include teacher evaluations, merit pay, induction programs, work environment incentives, and providing opportunities for professional development through sabbaticals or further studies. In Kuala Lumpur, Hardré and Sullivan (2017) argue that from a collective perspective, principals' motivational efforts may manifest through their design of the school environment, direct intervention, and specific instructional or interpersonal strategies aimed at boosting teacher performance. Hardré and Sullivan (2017) further suggest that the effectiveness of administrative practices can be seen in the self-regulated behavior of teachers, which is influenced by their immediate environment and future goals.

This aligns with Millette's (2014) perspective, which asserts that proper management and motivation of teachers are crucial for enhancing their performance. Millette (2014) emphasizes that in highly effective schools or those that have reversed declining performance trends, it is the headteacher who plays a central role in setting the pace by leading and motivating teachers to perform at their highest potential.

Therefore, effective administrative strategies are essential for improving teacher performance. These strategies can be targeted at individual teachers or the broader teaching environment. Taylor and Francis (2010) state that strategies such as instructional supervision, classroom management, and interactions with students help shape teacher performance and, ultimately, academic achievement. These findings underscore the importance of enhancing teachers' knowledge of any new educational initiatives as a way of encouraging their commitment to these innovations. For this to happen, teachers must receive adequate training and participate in professional development workshops.

United Nations Educational, Scientific and Cultural Organization (2012) argue that a good teacher education course should include the design of the curriculum to ensure the practice of schooling is a true profession and improve the prospects of secondary school students. In the Sub-Saharan African countries, Oyetunji (2013) quoting Dunklee (2011) argue that internal factors such as the influence of the headteacher are significant determiners of the behavior of the students as well as the academic achievement. For example, in Nigerian secondary schools, Akinwumi (2014) argues that while merit pay claims to reward exemplary teacher effort through higher financial incentives, other methods such as career ladders, initiatives by the headteacher, as well as staffing reform differentiations are meant to improve teachers' work as well as their mandates.

Similarly, Lethoko (2015) emphasizes that in Pretoria Region, South Africa, headteachers should actively engage in classroom activities to understand what is happening on the ground. Southworth (2015) supports this by asserting that effective instructional leaders learn through direct involvement in teaching and understanding various aspects of curriculum, pedagogy, and both student and teacher learning. Teachers who observe their headteachers' efforts in teaching and learning are more

likely to be motivated to perform at their best. Despite these suggestions, teacher motivation remains low in many regions, indicating a general decline in motivation among teachers in public secondary schools. For instance, Michaelowa (2014) found that in countries such as Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar, and Senegal, over 50% of fifth-grade teachers prefer teaching to other professions and more than 40% enjoy working at their schools, suggesting that teacher motivation is not necessarily poor in these areas. Supporting these views, Lasker, Weiss, and Miller (2015) assert that schools that adopt effective administrative strategies—such as teacher motivation, performance appraisal, instructional supervision, and mentorship—tend to experience sustainable socio-economic development, reflected in the quality of students they produce.

In Kenya, Musungu and Nasongo (2014) argue that both the administrative practices of headteachers and the academic performance of students in primary schools are closely linked. Similarly, Hassan (2016) highlights that the efficiency and effectiveness of a school's administration can be assessed through the performance of its headteacher. This suggests that effective school performance is largely due to the headteacher's role as a manager, who employs a variety of administrative practices. Despite having access to resources, some schools continue to demonstrate low managerial efficiency, which negatively impacts their performance.

In Masaba South District, Onyambu (2014) identifies factors such as extended working hours, larger class sizes, heavier subject loads, and constantly changing curricula as major demotivators for teachers in many countries. Onyambu (2014) further argues that the expectations placed on teachers are often unrealistic, considering factors such as material rewards, workloads, and working conditions. Additionally, many teachers are asked to take on extra duties, such as HIV/AIDS education, counseling, and community

development, which add to their stress. In the Thika West Sub-county, a study by Nyakundi (2015) reveals that 79.3% of motivated teachers are more likely to inspire their students to learn, successfully implement educational reforms, and feel a sense of satisfaction and fulfillment. In the same way, in Kitui Central Sub-county, adopted administrative practices by the headteachers are central to teacher performance improvement, though challenges continue unabated. For instance, a study by Muasya (2016) established that in public primary schools, 67.2% of the teachers are unable to finish the syllabus on schedule, while 59.3% of the students are weak in internal and national examinations. In response, various administrative strategies have been initiated, yet the challenge continues, and scant empirical studies have comprehensively investigated the degree to which the practices impact teacher performance in public primary schools. For that reason, the current study attempted to investigate the impact of various administrative practices on teacher performance in the context.

## **1.2 Statement of the Problem**

Practices adopted by school leaders are significant for boosting teacher performance. But the case is different in Kitui Central Sub-county, as a number of public primary schools continue to suffer from weak teacher performance. As Muasya (2016) indicates, in such schools, 67.2% of teachers do not finish the syllabus within the stipulated time, and 59.3% of the learners performed weakly both in internal and national examinations. On the contrary, teacher performance elsewhere in the sub-counties was 79.6%. Efforts to improve the situation have been scant, leaving the general quality of education in such schools compromised. Though the discovery shows such a serious situation, very limited studies have engaged the influence of the administrative practices of the headteachers on teacher work in public primary schools.

Hence, the above highlighted the need to have supplementary studies meant to investigate the linkage of the administrative practices and teacher effectiveness better.

### **1.3 Purpose of the Study**

This research sought to evaluate the impact of headteachers' administrative practices on teacher performance in public primary schools within Kitui Central Sub-county, Kitui County, Kenya.

### **1.4 Objectives of the Study**

The aims of the present study were as follows:

- i. To investigate how the heads of schools motivate teachers to work effectively in primary schools within Kitui Central Sub-county.
- ii. To establish the level to which the practice of headteachers' performance appraisal affects teacher work in the public primary schools within Kitui Central Sub-county.
- iii. To examine the influence of the mentorship practice of headteachers on teacher performance in public primary schools in the Kitui Central Sub-county.
- iv. Assessing the influence of the heads' teaching supervisory activities on teacher work in the public primaries of the Kitui Central Sub-county.

### **1.5 Research Questions**

It was conducted along the lines of the following research questions:

- i. How do the motivational practices of headteachers influence teacher work in primary schools within Kitui Central Sub-county?
- ii. How much do headteachers' appraisal practices influence the performance of teachers at public primaries within Kitui Central Sub-county?
- iii. How does the practice of the headteachers' mentorship affect teacher performance in public primary schools of Kitui Central Sub-county?

- iv. How much do the headteachers' practices of supervising instruction influence teacher work in the public primaries of Kitui Central Sub-county?

### **1.6 Rationale of the Study**

As indicated earlier, the work of teachers in various public primary schools in the Kitui Central Sub-county has remained substandard. From the study by Muasya (2016), it was revealed that a major share of the teachers, about 67.2%, are unable to cover the syllabus within the stipulated time. Additionally, 59.3% of their learners perpetually score low grades in internal as well as national examinations. Such observation reveals a significant deficit between the efficiency of instruction and general academic achievement among these schools. Consequently, the following study was formulated to investigate the influence of certain administrative practices used by the headteachers on the work of the teachers in public primary schools.

The study aims to investigate whether the leadership and management strategies implemented by school heads play a role in influencing the quality of teaching and ultimately student performance. By focusing on these administrative practices, the study seeks to provide insights into potential areas for improvement that may lead to better outcomes for both teachers and students in the region. This investigation is important as it could shed light on the correlation between effective school leadership and enhanced teacher performance, which is crucial in achieving better academic results. Therefore, understanding the ways in which headteachers' administrative actions affect teachers' abilities to perform and meet educational goals is a key focus of this study.

### **1.7 Significance of the Study**

Headteachers could gain valuable insights from the study's findings, which may highlight the administrative challenges hindering academic performance. This understanding could help them develop effective strategies to overcome these

challenges and enhance the quality of education. Teachers might also find the study beneficial, as it could provide guidance on how to better prepare secondary school teachers, equipping them with the necessary content knowledge and teaching methods to improve teaching effectiveness and overall learning outcomes in primary schools. Policy-makers within the Ministry of Education could see the study as advantageous, as it may provide them with critical data to assess and refine the operations of educational institutions. This could ultimately lead to more efficient and impactful service delivery within the education sector. Additionally, researchers and academicians could benefit from the study's findings, as it may inspire further exploration into the factors affecting academic achievement in primary schools. By stimulating interest and providing a foundation for future studies, the research could contribute to a deeper understanding of the ways in which educational practices and policies can be improved for better academic outcomes.

### **1.8 Scope of the Study**

This work was conducted purely in public primary schools within the Kitui Central Sub-county. Its main objective was to investigate how the heads' administrative practice impact teacher performance at the schools. A mixed-method study was employed, with a concurrent design of triangulation that allowed, at the same time, the equitable use of the quantitative as well as the qualitative approach. Questionnaires were employed to capture the quantitative data, which were administered to the teachers, while the heads were interviewed via interview guides to gather the qualitative data. By employing the two study methods jointly, the study sought to produce a holistic understanding of the impact of the headteacher's leadership on the lesson effectiveness. The study was conducted over a several-months-long period, namely May through to July 2025.

## **1.9 Limitations of the Study**

The researcher encountered the following limitations:

- i. Some participants were hesitant to disclose accurate information. As a result, the researcher explained that the study was meant to guide their work towards the enhancement of teacher performance in public primary schools.
- ii. Reception of the vital documents, such as information on the academic performance of students, proved challenging because of the apprehension of possible victimization. The researcher committed to the participants that the data were for scholarly use only, and the study was meant to add to their work towards the enhancement of teachers' performances in public primary schools.

## **1.10 Delimitations of the Study**

It was conducted under the following delimitations:

- i. The research focused on the influence of headteachers' motivation, appraisal of performance, mentoring, and pedagogical supervision practices on the pedagogy of teachers in the public primary schools.
- ii. Information for the research was collected from teachers and headteachers.

## **1.11 Assumptions of the Study**

It was assumed in the study as follows:

- i. That the administrative practices of the headteachers impacted teachers' performances in the public primary schools.
- ii. That the motivation, appraisal, mentoring, and instruction supervising practices of the headteachers affected teachers' performances.
- iii. That the respondents were qualified to answer the research questions.
- iv. That the respondents were co-operative and returned correct information during the study.

## 1.12 Operational Definitions of Key Terms

**Headteachers' Administrative Practices:** refers to the various activities that headteachers engage in to ensure teachers are delivering effective teaching and learning services. In this study, such practices will include motivation, performance appraisal, mentorship, and instructional supervision of teachers.

**Headteachers' Mentorship Practices:** encompasses the activities that headteachers undertake to guide and assist teachers in learning new teaching methods.

**Headteachers' Motivation Practices:** are activities that headteachers engage in to inspire and enhance teachers' morale, encouraging them to perform their pedagogical duties effectively in public primary schools.

**Instructional Supervision Practices:** is the process of evaluating how well teachers are performing their duties and whether they are doing so effectively.

**Performance Appraisal Practices:** refers to the activities conducted by headteachers to assess teachers' performance for purposes such as promotion and improving academic standards in primary schools, following the guidelines set by the TSC in the TPAD.

**Teacher Performance:** This refers to the output of teachers' work, including syllabus completion and the production of students with high-quality grades in both internal and national examinations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter undertakes a literature review related to the administrative practice of headteachers and its influence on the provision of quality education in public primary schools. It discusses the ideas of teacher performance and the administrative practice of the headteachers, analyzing how the motivation, appraisal, mentoring, and lesson observation of the headteachers influence teacher performance. Furthermore, it provides the theoretical and conceptual foundations, as well as a literature summary, citing the gaps found during the literature review.

#### **2.1 Empirical Literature Review**

The empirical literature focuses on teacher performance, headteachers' administrative practices, and the effects of headteachers' motivation, performance appraisal, mentorship, and instructional supervision on teacher performance.

##### **2.1.1 The Concept of Teacher Performance**

Teacher performance is a reflection of how well an educator performs in terms of their teaching abilities, skills, and knowledge, along with their belief that their efforts can positively influence student learning outcomes. Teel (2016) suggests that teachers who demonstrate high levels of competence, including knowledge, skills, attitudes, and values, tend to have better performance and subsequently foster positive student achievement. Essentially, teacher performance involves the teacher's output in the classroom, which encompasses completing the syllabus and ensuring that students perform well in both internal assessments and national examinations. In the Netherlands, Hofman and ve Hofman (2015) state that a competent teacher is one who has the ability to effectively teach a particular subject.

Such a teacher not only perceives their teaching competence but also believes in their capacity to positively impact student achievement. This perspective highlights the importance of both self-assurance in teaching abilities and the tangible results these skills generate. Similarly, Omari (2015) conducted a survey in Brazil, examining factors influencing productivity in the education sector. His research concluded that productivity is linked to the collective performance of individual educators. Omari (2015) further explains that because teachers derive significant benefits, both financial and professional, from their roles, they are motivated to put forth maximum effort in their work. The findings suggest that teacher performance involves multiple facets: increased effort to achieve high outcomes, the adoption of innovative methods to improve teaching, fostering a positive attitude towards students, and contributing to the overall performance of schools in areas such as syllabus completion, academic success, and participation in extracurricular activities.

In the African context, teacher performance is often assessed through the lens of syllabus coverage and the number of students passing internal and national exams. Adan (2016) highlights that in many African countries, including Kenya, teacher performance is seen as a crucial factor that directly affects the performance of the entire school system. Adera (2014) suggests that teacher performance is the driving force behind the functioning of primary schools in Kenya, noting that if teacher performance is low, the overall performance of the school system suffers as well.

The same holds true for Kitui Central Sub-county in Kenya, where teacher performance is considered the key indicator for evaluating how well educational goals are being achieved. As such, in this study, teacher performance is defined as the combination of syllabus coverage and the academic performance of students. The ability of a teacher to effectively deliver the curriculum and ensure that students perform well academically

serves as the primary metric for assessing their overall effectiveness. In regions like Kenya, where education systems are highly dependent on teacher effectiveness, the direct link between teacher performance and student outcomes underscores the importance of fostering teacher competence. Consequently, the performance of teachers is viewed as a vital component in shaping the educational experiences of students, and this relationship is seen as a critical factor in determining how well schools meet their educational objectives. Furthermore, teacher performance is not only linked to academic results but also to other areas of school life, such as extracurricular involvement.

A teacher's contribution to non-academic activities can be just as important as their role in academic teaching, as it helps create a well-rounded educational experience for students. When teachers engage in extracurricular activities, they help nurture students' personal growth and provide opportunities for learning beyond the classroom, contributing to the overall development of the student body. Ultimately, the performance of teachers in any educational system serves as a barometer for the success of that system.

### **2.1.2 The Concept of Headteachers' Administrative Practices**

Headteachers' administrative duties involve a variety of activities designed to enhance the effectiveness of service delivery within schools. These responsibilities encompass areas such as motivating teachers, overseeing instructional practices, conducting performance appraisals, and organizing mentorship programs. In the United States, Rivkin, Ertik, and John (2010) suggest that the administration work of the headteachers, as executed through the government institutions, includes a number of activities such as promotion, dismissal, continuing professional development, and in-service training. The authors also point out that, in many cases, promotion within the educational system often entails leaving the teaching profession.

This shift can lead to a reduction in the perceived importance of teaching and an overall decline in the emphasis placed on improving the quality of teaching. To address this issue, Mulford (2013) suggests that countries like Australia and Ireland have introduced specialized, higher-grade teaching positions that come with increased responsibilities and higher salaries for exceptional teachers. These measures help in retaining high-quality educators within the classroom while rewarding their expertise.

In New Zealand, the central government plays a significant role in setting the procedures for appointing teachers to higher-level positions, according to Timperley, Wilson, Barrar, and Fung (2014). They argue that regular, relevant, and well-implemented in-service training is essential for achieving school excellence. However, the authors also highlight that organizing such training at the local level can be challenging due to funding constraints. For practical and equitable reasons, they recommend that in-service training be organized at a central or regional level, depending on the geographical and structural aspects of the educational system.

Similarly, in South Asia, teachers' unions and other non-governmental organizations contribute to providing professional development programs (Nilsson, 2013). These external entities assist in alleviating the central government's burden and can even result in higher-quality training programs, benefiting educators and improving teaching standards. Another key aspect of teacher development is the involvement of teachers in the decision-making processes that affect their own professional growth. Nilsson (2013) argues that encouraging teachers to take part in shaping their development programs gives them a sense of ownership and agency in their careers. Moreover, fostering a collegial work environment within and between schools allows teachers to engage with and learn from their colleagues. This collaborative approach contributes to ongoing professional development and enhances the quality of education within schools.

In sub-Saharan Africa, the terms and the conditions through which teachers are employed are major determiners which have a major impact on the quality of teachers that are attracted to the profession. Vegas and De Laat (2013) tell how governments hesitate to allow decentralized authority of decision-making as the local areas are not yet in a position to offer teachers competing wages, tenure, and benefits. In countries such as Malawi, Van Graan, Pomuti, Leczel, Liman, and Swarts (2012) argue that schools frequently face the challenge of hiring teachers who are underqualified or inexperienced to meet the demand for staff. This situation results in a lack of motivation for existing teachers to improve their performance, as the overall quality of teaching remains low. According to Van Graan et al. (2012), this deficiency in qualified personnel further undermines the effectiveness of education in the region.

In Kenya, particularly in Kitui Central Sub-county, headteachers' administrative practices are executed under the guidance of the Teachers Service Commission (TSC). In order to achieve success, it is essential to implement strategies that support the execution of these administrative duties and facilitate desired outcomes. Organizational factors play a pivotal role in determining the success or failure of any educational system. Effective school management by the national and local headteacher considerably influences the overall operation and direction of the school as an institution. Pearce and Robinson (2013) believe that the institutionalization of administration strategy occurs as the final stage of planning, influencing the future direction of the organization directly.

However, it is common for headteachers' administrative practices, such as teacher supervision and evaluation, to serve the interests of government bodies or civil servants, rather than meeting the specific needs of teachers and schools. Owuor and Odera (2017) argue that the disconnect between teachers and the evaluation process often results in

teachers being unaware of their performance and lacking the necessary feedback to improve. Without access to the reports generated through evaluations, teachers may not know where to focus their efforts for professional growth. Moreover, when supervisors are available, logistical challenges such as transportation issues and limited time hinder their ability to conduct thorough evaluations and provide useful feedback. Given these challenges, Owuor and Odera (2017) advocate for a localized approach to administrative activities, including teacher supervision and assessment. By conducting these activities at the local level, teachers and school staff would be able to receive more frequent and meaningful feedback, which could then be used to improve their performance.

Regular evaluations would ensure that teachers have the necessary information to enhance their teaching practices, fostering an environment of continuous professional growth. This localized model of administrative practice would also contribute to greater teacher accountability and improve overall service delivery in schools. In conclusion, headteachers' administrative roles encompass a wide range of responsibilities aimed at improving the quality of education. These include motivating teachers, overseeing instructional practices, conducting evaluations, and promoting professional development. The effective implementation of administrative strategies is crucial for fostering an environment of educational excellence.

While challenges such as funding, logistical constraints, and a lack of qualified teachers persist, there are various approaches and strategies that can be employed to overcome these obstacles. Encouraging teacher involvement in their own professional development, providing regular and accessible in-service training, and localizing administrative activities are just a few of the ways in which educational systems can

improve teacher performance and enhance service delivery. By addressing these issues, schools can create an environment where both teachers and students thrive.

### **2.1.3 Headteachers' Motivation Practices and Teacher Performance**

Motivation has a major influence on how teachers attend to their work and how they work to accomplish the targets set by individual schools. Carnie (2017) identifies the rewards as falling into two categories: material rewards and social rewards. Material rewards include things like toys, treats, outings, privileges, and permissions. Social rewards, however, include expressions such as hugs, smiles, congratulations, compliments, and praising. Rewards strategies used by primary school headteachers have a bearing on how teachers attend to particular information and how they work towards the problems encountered by the students, consequently influencing teacher performance.

But, as Borders and Drury (2013) indicate, school-level settings are confronted with several issues, including the absence of teacher professionalization, the low teacher-student ratio, and lack of acknowledgement by the school authorities. In their study, Borders and Drury (2017) refer to the absence of commitment and innovation by the professionals as the major problem hindering the advancement and growth of the profession at schools. Agreeing with these reasons, Lapan, Gysbers, and Petroski (2017) mention that teachers are found to lack proper professional expertise and desire to enhance their work at certain primary schools.

Awan and Noureen (2016) define motivation as an internal state that drives, directs, and sustains behavior. They argue that there is a clear relationship between the motivation of teachers and a decrease in instances of low teacher performance in primary schools. In a study conducted in Argentina, Harper and McLanahan (2016) found that well-motivated teachers tend to cover the syllabus on time, and their students generally perform well in

both internal and national examinations. A study conducted in the United Kingdom by Docking (2014) emphasizes the importance of rewarding teachers consistently. Docking (2014) highlights that rewards should initially be frequent, though their frequency can be reduced over time. His research reveals that successful reward systems incorporate strategies to improve teacher performance. Despite this, many teachers remain unmotivated to take on additional responsibilities that could enhance their classroom instruction activities. A study by Gonzalez-DeHass, Willems, and Doan Holbein (2015) in China, involving 243 participants, suggests that, beyond intelligence, motivation is a key factor that explains variations in work output among staff.

In their investigation into intrinsic motivation, Grolnick and Slowiaczek (2015) found that motivation has incremental validity, beyond intelligence, for both elementary and high school teachers. In many Sub-Saharan African countries, Okonkwo (2015) asserts that teacher motivation is crucial in improving performance. In South Africa, Duckworth (2016) indicates that while headteachers may offer various rewards each day, these rewards do not have to be costly. These findings support the idea that rewards should be chosen carefully to cultivate a strong work ethic among teachers and enhance their overall productivity. A study in Tanzania by Galvin (2017) also established that headteachers can improve teacher performance by modeling good practices and providing encouragement and attention.

In Kenya, particularly in Kitui Central Sub-county, it is recognized that the reward system adopted by headteachers plays a significant role in boosting teachers' morale, motivating them to work hard and perform better (Fratkin, 2017). Various forms of motivation, including smiles, hugs, pats on the back, thumbs-up gestures, praise, positive acknowledgment, overhearing compliments, and spending quality time with the headteacher, can serve to boost teacher morale (Fratkin, 2017).

As Fratkin (2017) holds, the headteachers must learn to routinely provide verbal or physical acknowledgement, e.g., pats on the back, when they reward teachers with tangible rewards. Yet, other students might become desensitized to incessant praise, grins, and compliments, particularly when they are hearing “good job!” so often that it becomes a verbal tic instead of a substantive acknowledgement. In Kitui Central Sub-county, headteachers act as academic role models, but they are unable to effectively monitor and oversee their teachers’ classroom instructional activities. This perspective is supported by Fratkin and Roth (2018), who argue that motivational approaches are essential for raising teachers’ morale. Nonetheless, Fratkin and Roth (2018) did not explore how different motivational practices adopted by headteachers specifically influence teacher performance.

#### **2.1.4 Headteachers’ Teacher Performance Appraisal Practices and Teacher Performance**

Performance appraisal plays a crucial role in the management of educational personnel, particularly teachers, by assessing their current level of job performance. Nykodym, Simonett, and Welling (2012) emphasize that performance appraisal helps to identify teachers’ strengths and weaknesses, offering an opportunity for teachers to improve their skills. The process also serves as a foundation for making decisions related to rewarding or penalizing teachers based on their contribution to educational goals. Moreover, it is a tool that motivates teachers to strive for higher performance, helps in recognizing their development needs, and provides the necessary data for succession planning. This process further validates selection procedures and training initiatives, contributing to supervisors’ understanding of their subordinates’ capabilities. Hackman and Oldham (2010), in their study conducted in the Netherlands, assert that performance appraisal is an essential tool for measuring a teacher’s contribution to achieving educational goals.

They argue that performance appraisal is a complex function of management that demands a high level of maturity, fairness, and objectivity in evaluating individual performance. According to their findings, performance appraisals provide vital insights into a teacher's strengths and weaknesses, their training requirements, and decisions regarding promotions, pay raises, demotions, and work improvement plans. Miller and Monge (2012) reinforced these sentiments when conducting a study in Mexico, which demonstrated that the use of appraisals could have a variety of both desirable and undesirable effects on the school setting and teacher performance.

Their findings show that in schools where performance appraisals are effectively implemented, decisions such as promotions, terminations, training opportunities, and merit-based salary increases significantly enhance teacher performance. For instance, in Colombia, Campion and Thayer (2011) noted that teachers who receive favorable appraisal results are generally motivated to sustain or even improve their performance. Positive feedback, particularly when linked to salary increments, boosts a teacher's sense of value and encourages continued dedication to their work. In various African countries, such as Tanzania, Greasley, Bryman, Dainty, Price, Soetanto, and King (2013) found that schools typically employ diverse performance appraisal practices based on guidelines provided by their Ministries of Education.

These systems, which often resemble checklists or rating scales, focus on specific teacher skills and qualities. The purpose of these systems is to identify areas where teachers may need improvement and ensure they are fairly compensated for their work. Therefore, performance appraisal is a valuable tool for enhancing teacher productivity. In Tanzania, particularly in primary schools, the primary objective of performance appraisals is to assess each teacher's contribution and determine how effectively they are carrying out their responsibilities (Greasley et al., 2013).

Greasley et al. (2013) further examined the impact of performance appraisal in primary schools in Morogoro, Tanzania. They reported that in schools where teachers were regularly appraised, motivation levels were higher, leading to improved efficiency, reduced absenteeism, and better overall teacher performance. This suggests that when teachers' goals are clarified and their performance challenges addressed, they are more motivated to achieve these educational goals. Essentially, creating a comprehensive plan for teacher development and providing clear performance targets encourages teachers to perform more efficiently, ensuring quality education delivery.

In Kenya, the Teacher Performance Appraisal and Development (TPAD) system is implemented as part of the Teachers Service Commission (TSC) framework. According to the TSC Image (2017), performance appraisals in Kenya are based on mutually agreed targets that teachers and their headteachers set at the start of the assessment period. TPAD involves periodic assessments, feedback on performance, consultations, and the collection of evidence to support performance evaluations. It also includes rating the teacher's performance and identifying any performance gaps, which are addressed through tailored development and support measures.

The TSC aims to improve performance in schools by creating a system that promotes excellence in teaching. One of the key benefits of this open appraisal system is that it provides a clearer understanding of a teacher's roles, responsibilities, strengths, and weaknesses, aligning personal development with expected performance targets. This system fosters better communication between teachers and their supervisors, strengthening interpersonal relationships and helping teachers internalize the values and norms of their institutions. However, challenges exist in the implementation of performance appraisals. Some of the problems include the lack of properly trained supervisors, the absence of effective evaluation metrics, inconsistent teacher ratings,

and unreliable reward systems. For example, a study conducted by Wafula (2010) in Kisumu Municipality revealed that performance appraisals were not regarded as a critical factor in enhancing teacher performance in many schools. Teachers often became defensive when their performance was rated poorly, especially when they felt that their contribution was undervalued. This perception of bias in performance evaluations can lead to conflicts and resentment. Nzuve (2010) similarly noted that disagreements over performance ratings can create long-standing tensions between teachers and their supervisors, which can negatively affect school morale.

The Teachers Service Commission (TSC) also uses performance appraisals to assess teacher performance for purposes such as salary adjustments, promotions, and eligibility for further career advancement. However, the process can create anxiety among teachers regarding job security and the fairness of evaluations. Despite these challenges, Nzuve (2010) found that performance appraisal practices, as implemented by the Ministry of Education, had a positive effect on teacher performance overall.

The same was expressed by Muchiri (2011) in a study conducted in Kitui Central Sub-county, which indicated that teacher appraisals enable the determination of effective and skilled teachers, hence, such teachers are rewarded through salary increments and various benefits. While this enhances teacher satisfaction and motivation, both Nzuve (2010) and Muchiri (2011) did not provide a detailed explanation of how various performance appraisal practices interact to influence teacher performance in primary schools.

### **2.1.5 Headteachers' Mentorship Practices and Teacher Performance**

Mentorship programmes portray a vital part in the professional growth of teachers, providing them with a deeper understanding of their roles in shaping students' academic lives.

It is evident that headteachers who implement mentorship activities consistently witness a marked improvement in teacher performance. For instance, a study by Tofey, Donovan, Donohue, and Kraft (2013) revealed that introducing mentorship activities within a school environment positively influences students' academic performance. The researchers observed that a significant challenge faced by teachers, school counsellors, and administrators is the lack of support and active engagement from teachers in mentorship programmes, which can hinder their success.

In a similar vein, Payton, Weissberg, and Durlak (2017) showed a study in Austria that further confirmed the value of mentorship programmes for teachers. Their research indicated that such programmes not only benefit students but also provide positive outcomes for teachers themselves. They proposed that implementing teacher-focused mentorship initiatives, particularly those centred around literacy, could serve as an initial step toward facilitating students' active participation in both their academic and social development. This highlights that involving teachers in the strategic development of after-school and mentorship programmes plays a vital part in boosting students' academic attainments. Furthermore, a study by Hill, Farley-Ripple, Swan-Kremple, and Dancy (2020) emphasized the importance of teachers' involvement in the design, execution, and evaluation of mentoring programmes, associating it with improved academic outcomes for students. This reinforces the idea that mentorship programmes for teachers are among the most effective strategies for enhancing academic success in schools.

In a study conducted in Colombia, Han (2013) found that engaging teachers in counselling, organizing mentorship initiatives, and facilitating team-building sessions significantly enhanced their performance. The study also noted that teacher engagement in various collaborative activities—such as home visits, teacher-teacher conferences,

and active participation in school-related events—led to noticeable improvements in their overall performance. Tang (2015), in a study conducted in Asia, similarly identified that the introduction of mentorship programs for teachers improved teacher productivity, such that the syllabus was covered promptly and the students' academic achievement improved. Mentorship programs, as per Tang, have been attributed to the increased engagement of students, better rapport between the mentor and mentee, and their better chances of attaining their academic and social objectives. This implies that the introduction of mentorship programs in the public primary schools has a real, significant influence on teacher performance as well as the academic achievement of the students.

The findings of various studies align with the views of Kerrington and Tan (2017), who argue that mentorship programmes for teachers are essential for fostering teacher involvement and improving classroom pedagogy. This, in turn, leads to better academic outcomes for students. In particular, the implementation of mentorship programmes in primary schools, where mentors are assigned to support and guide students, has been shown to improve overall school experiences and academic achievements. The evidence points to a strong connection between the involvement of teachers in mentorship programmes and the academic success of students in these settings.

In Tanzania, Mulder (2007) conducted research which revealed that when mentors form strong relationships with their mentees, students experience enhanced academic, social, and behavioural outcomes. Mwasambilivyo (2015) also explored this relationship in Tanzania, concluding that there is a significant correlation between teachers' understanding of the school curriculum and their level of engagement in mentorship activities. Additionally, a study by Benjamin (2020) found that mentorship programmes help teachers acquire essential skills, enabling them to better understand their critical

role in students' academic activities. These studies confirm that mentorship not only benefits students but also supports the professional growth of teachers, improving their ability to foster academic success. A study conducted by Kilungu and Nduati (2018) in Kitui Central Sub-county revealed a gap in meaningful interaction between educational institutions and teachers, with many teachers lacking a clear understanding of how to effectively support their students' academic progress. Kilungu and Nduati further established the need for targeted training and support for educators to improve the quality of information provided to teachers, which, in turn, would enhance their involvement in decision-making processes related to students' academic activities.

While these studies highlight the importance of mentorship, they also point out that more work is needed to ensure that teachers are effectively engaged in mentorship initiatives. Notably, Kilungu and Nduati, along with other reviewed studies, did not delve into how specific mentorship activities designed by headteachers impact teacher performance in public primary schools.

#### **2.1.6 Instructional Supervision Practices and Teacher Performance**

Instructional supervision involves a series of interconnected activities and actions, all aimed at achieving a specific goal (Goldrick, 2012). In the case of primary school teachers, who face a variety of complex challenges, it is essential that they are assessed as professionals. This means that their standards should be shaped by their peers, and the focus of supervision should center on how effectively they resolve professional problems (Goldrick, 2012). Buller (2012) emphasized that the primary focus of supervising primary school teachers should be on their teaching methods rather than on the individuals themselves. This approach should consider the roles and engagement of others involved in the educational process. The supervision process typically involves several stages, including preparation, observation, data collection, reporting, and follow-

up. While formal observations are a key part of the process, informal observations also play a significant role, indicating that instructional supervision is vital for the successful implementation of the school curriculum. The primary objective is to continuously monitor teaching events to guarantee that course goals are met. In the United States, the public education system is supported by various stakeholders, each with different roles and responsibilities, all aimed at enhancing children's learning outcomes (Rucinski & Diersling, 2014). However, within the primary school education system itself, there is often a lack of coherence and alignment.

According to Rucinski and Diersling (2014), efforts to reform isolated features of the arrangement, such as the supervision of primary school teachers, are unlikely to lead to significant improvements. They argue that reforms focusing on a single component can only lead to superficial changes rather than addressing systemic issues. Rucinski and Diersling (2014) further propose that a true reform of supervision and assessment of primary school teachers should be approached in the broader context of overhauling the entire primary education system. Effective supervision techniques could include collaborative, differentiated systems, portfolios, and national standards-based approaches.

These suggestions are in line with Fullan's (2011) advocacy for a new learning system that connects the assessment of both primary school students and teachers, ultimately aiming to improve both. Fullan (2011) contends that the learning standards for primary schools are interrelated with the assessment of primary school teachers. Fullan also points out that the effectiveness of primary school teachers is most strongly assured through appropriate preparation and hiring processes. Countries like India, the Czech Republic, and New Zealand categorize teacher supervision into two main types: summative and formative (Stronge, 2013).

Summative supervision typically involves pre- and post-observation conferences, where teachers are observed using a checklist of observable behaviors, with minimal room for narrative input. These observations focus on specific traits and methods deemed essential for continued employment or placement on an improvement plan (Milanowski, Kimball & White, 2014). Primary school teachers are frequently observed during lessons, and these observations are summarized in a form used during the year-end evaluation conference between the teacher and headteacher.

On the other hand, formative supervision is more oriented towards professional development and is less concerned with employment status than summative supervision. This type of evaluation often involves collaboration between the teacher and administrator to design a plan for the teacher's continued professional development, and it is commonly applied to teachers who have already obtained tenure (Braun, 2015). Before becoming a primary school teacher-of-record, it is crucial that teachers demonstrate subject-area knowledge, pedagogical understanding, and professional teaching ability. Recent efforts to develop performance assessments for new primary school teachers have shown promise in ensuring that they enter the profession with the necessary qualifications, regardless of their preparation route.

A study by Burnett, Cushing, and Bivona (2012) conducted in Venezuela, revealed that hiring practices support teaching effectiveness when the criteria for hiring align with the criteria used for evaluating teachers. The study also found that high-quality professional development must be accessible to all primary school teachers. Such programs should be aligned with state standards, district goals, and the identified needs of both primary school teachers and students. Furthermore, all new teachers should receive targeted support and be involved in induction and mentoring programs. Novice teachers, in particular, should be given less demanding assignments and more planning time, as well

as opportunities to observe experienced teachers (Burnett et al., 2012). However, even the most effective teacher assessment systems are unlikely to succeed in an educational system that does not provide proper training and preparation to help new teachers acquire the necessary skills, knowledge, and dispositions from the outset of their professional careers. In many Sub-Saharan African countries, the evaluation and supervision of primary school teachers have been adopted but are often ineffective. While teacher evaluations are mandatory in most post-secondary educational institutions, the evaluation processes frequently focus more on fulfilling political agendas related to accountability than on improving teaching practices (Holland, 2013).

In Nigeria, Halawah (2013) argues that the challenges faced in educational institutions are due to poor evaluation strategies that fail to provide valuable insights. These evaluation methods often rely on binary rating scales and do not distinguish between exemplary and poor teaching. Halawah further asserts that the issue is not that post-secondary staff are evaluated, but that data is often collected without an effective system for interpreting or applying the information. In many cases, supervision of primary school teachers involves a brief, one-time observation using a checklist of teaching behaviors.

Huber (2012) notes that in KwaZulu Natal Province in South Africa, headteachers often use classroom walk-throughs as a tool to gather information, initiating discussions with teachers based on their observations. However, these evaluations are limited by a lack of time, inadequate assessment instruments, and teachers' reluctance to make changes. In Kenya, the problem of evaluation data is further complicated by an information surplus in the primary school system. As Musau (2014) highlights, the primary school education process entails a variety of data collection techniques, such as learner questionnaires, tests, self-start studies, and peer assessments, yet the information surplus

creates confusion and a lack of efficiency in the evaluation process. From this, it follows that the absence of a strong focal point, coupled with the irregularity of practices, renders the evaluation process ineffective. In the Kitui Central Sub-county, the problem of enhancing the quality of primary school education continues to exist. According to MoE (2019), a number of primary schools continue to suffer from inadequate coverage of the syllabus, hence disappointing performances during national examinations. Although the Directorate of Quality Assurance and Standards has made a spirited effort to have the primary school teachers supervised, the system continues to suffer. Supervision aims to gather information from a gamut of stakeholders, such as children, guardians, parents, and the wider school community, with the view to spotting areas of improvement and inspiring all stakeholders concerned with the process of education. Efficiency in supervision can catalyze reform in the practice of pedagogy, which can, in the long run, reinforce the whole education program.

KICD (2021) highlights the fact that teacher supervision is a continuous process of monitoring the teaching activity to ensure the quality of education in primary schools. It plays a vital role in ensuring that students' needs are met, curricula are effectively implemented, objectives are achieved, and that teachers' professional growth is promoted. However, despite these objectives, more needs to be done to evaluate the impact of teacher supervision on the quality of education. KICD (2021) and other studies have not fully explored how teacher supervision influences the overall quality of primary school education, highlighting the need for further research in this area.

## **2.2 Theoretical Literature Review**

This research had two guiding theories. They were; the systems theory and the academic achievement theory.

### **2.2.1 The Systems Theory**

This study adopts the system theory of Niklas Luhmann (2004). According to the theory, a school exists as a controlled system that takes in a number of inputs such as raw materials, personnel, and other assets, which are transformed into goods and services that are the school's educational products as the output. One of the central tenets of this theory is that school management and administration must continuously engage with the external environment to collect inputs and subsequently produce valuable outputs. In the context of this study, the administrative actions of headteachers interact with all elements of teaching and learning, leading to the desired output of high-quality education in primary schools.

Learning, teaching, and management are regarded as core components of the planning, organizing, and managerial procedures in education. Educators themselves are central to the framework of education through their role as active agents of the cycle of learning and teaching. Teacher performance, in particular, depends on effectively managing and organizing all the human resources required to achieve educational outcomes. In this sense, the administrative practices of headteachers significantly influence the anticipated results within the educational system. For these outcomes to be realized, effective administrative strategies and practices such as motivation, performance evaluation, mentorship, and instructional supervision are essential components.

Therefore, the justification for the adoption of the theory used in the current study is to emphasize that the efficiency of the practices of administration is a very significant shaper of teacher work. Hence, the direction emphasizes the significance of the role of the headteachers in enabling an interact conducive to the desired learning and teaching experiences. The interactive connection between the administrative work of headteachers and the academic achievement of primary school education highlights the

central significance of leadership for affecting the quality of the education delivered. Therefore, this study seeks to explore how administrative actions and strategies implemented by headteachers can impact teaching effectiveness, learning outcomes, and the overall educational environment. By considering the systems theory as a framework, the research aims to demonstrate the interconnectedness of administrative practices and their role in fostering an environment where both teachers and students can thrive.

Effective management practices are not only about overseeing the day-to-day operations of a school but also about creating an atmosphere that supports continuous improvement and professional development for teachers. Such a systemic approach ensures that headteachers' leadership extends beyond mere administrative tasks, but instead influences the broader educational process by ensuring that all resources are optimally utilized to achieve high-quality education. This study, therefore, argues that the relationship between school leadership and teaching outcomes is crucial for ensuring that primary schools can provide quality education.

The theory suggests that, when headteachers implement appropriate administrative practices, they can directly enhance the teaching and learning process, thereby improving overall educational performance. As such, the systems theory offers a valuable lens through which to examine the importance of administrative practices in shaping the success of educational institutions.

### **2.2.2 The Theory of Educational Productivity**

This study was further informed by the Theory of Educational Productivity, which has been otherwise known as academic achievement theory, constructed by Walberg (2012). According to the theory, individual teachers' psychological traits and the immediate psychological context in which they work have a powerful effect on educational

achievement, such as cognitive, behavioral, and attitudinal outcomes. Walberg (2012) identified nine significant variables which influence achievement: teachers' past accomplishments, teacher motivation, teachers' stage of development, amount of instruction, teacher quality, classroom atmosphere, stakeholders' participation, home condition, group process, and mass media exposure outside school. As indicated by Walberg (2012), several psychosocial factors like self-concept, attitude, behavior, intrinsic motivation, and general engagement in learning are significant factors in studies of the evaluation of the curriculum. Such factors are helpful pointers for teachers, enabling them to build better-functioning and better-achieving classrooms.

In the case of the current study, for teacher performance to improve, both process goals of the educational process as well as achievement goals must be considered. The relevance of the theory comes through the claim that teacher performance does not only result from the common academic goals, e.g., the scores of examinations, but rather through teachers' perceptions about the social situation, creativity, self-concept, engagement in extracurricular activities, as well as interest in the topic. In case these perceptions and experiences are overlooked for purely traditional aims such as the scores of examinations, teacher motivation will reduce, and consequently, the level of educational achievement.

In the analysis of the impact of the administrative practice of headteachers on teacher work, this framework highlights the central role of strong management in the achievement of a conducive environment for quality teaching. As the primary administrator in the school, the headteacher plays a crucial role in organizing resources, setting clear goals, and implementing policies that shape the development of teachers. Administrative practices such as establishing performance goals, offering continuous professional development, and fostering a supportive school culture have a direct impact

on teacher motivation, job satisfaction, and overall effectiveness. Moreover, the theory highlights the vital role of feedback and performance evaluations in enhancing productivity. Headteachers who regularly evaluate teacher performance and provide constructive feedback can identify areas where teachers need improvement, thereby promoting professional growth. This approach aligns with the educational productivity framework, which stresses that monitoring and assessing progress allows for better resource allocation and can lead to higher teacher performance. Furthermore, the theory suggests that the successful implementation of effective administrative practices contributes to the overall productivity of the school.

When teachers are supported through adequate resources, mentoring, and opportunities for professional development, they are more likely to perform at their highest level, which, in turn, positively influences student learning outcomes. That is, the theory offers a significant insight into how teacher performance, through the practice of the headteachers' management and leadership, can directly influence the quality of primary school education.

By taking a wider psychological and environmental perspective on the factors affecting teaching, and by incorporating administrative approaches to facilitating teacher development, schools can build a context in which teachers as well as learners prosper. In such a way, the theory becomes a useful resource for appreciating the interconnected dynamics of leadership, teacher performance, and academic achievement.

### 2.3 The Conceptual Framework

This study's conceptual framework was grounded in administrative practices, which included headteachers' motivation, performance appraisal, mentorship, and instructional supervision, serving as the independent variables. The dependent variables were teacher performance in public primary schools. Government policy on headteachers' job description and stakeholders' support acted as intervening variables, as illustrated in

Figure 1;

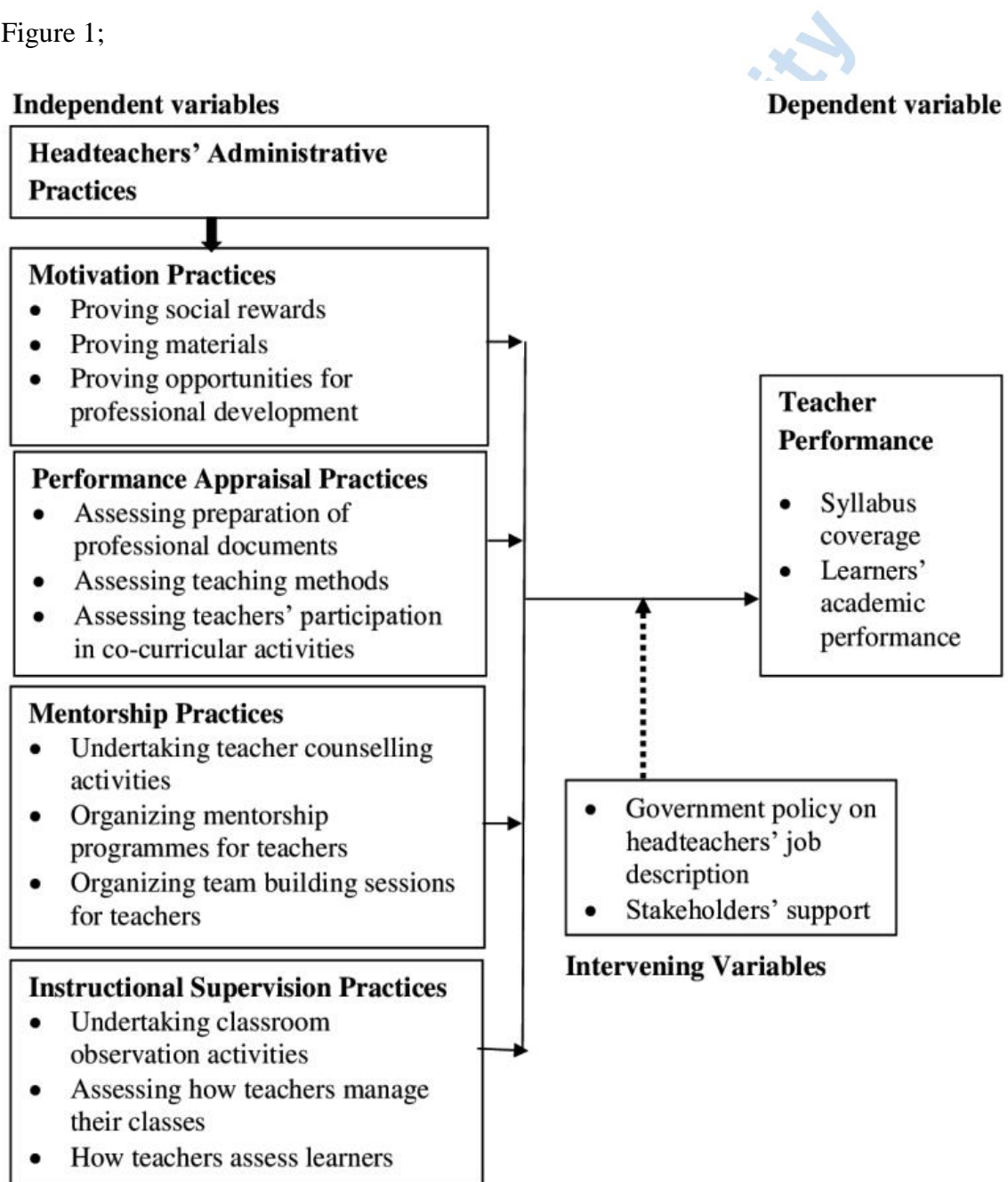


Figure 1: The Conceptual Framework

Source: Researcher (2025)

## 2.4 Research Gaps

The literature review reveals the crucial role headteachers play in providing instructional leadership and implementing a variety of administrative practices aimed at enhancing teacher performance. However, this review also highlights several research and knowledge gaps. One significant gap pertains to headteachers' motivational practices and their impact on teacher performance. A study by Fratkin and Roth (2018) emphasized that headteachers act as academic role models but face challenges in directly monitoring teachers' classroom activities. Despite this observation, the study does not explore how different motivational strategies employed by headteachers affect teacher performance.

Another gap in the literature concerns headteachers' performance appraisal practices. According to Nzube (2010), the performance appraisal practices employed by headteachers have contributed to improved teacher performance in primary schools. Similarly, Muchiri (2011) points out that performance appraisals are useful in identifying high-performing teachers, enabling rewards such as salary increases and additional benefits, which can enhance job satisfaction. However, neither Nzube (2010) nor Muchiri (2011) provide a detailed analysis of how various performance appraisal practices influence teacher performance, particularly in primary schools.

Moreover, the literature cites the absence of studies about the practice of headteachers' mentorship and their influence on teacher performance. According to a study carried out in Kitui Central Sub-county, Kilungu and Nduati (2018) established that educators and other players in the school process require training and coaching. Nevertheless, while responding to their finding, Kilungu and Nduati (2018) and other studies discussed have not comprehensively explored how particular activities of their design planned by the headteachers shape the performances of teachers within public primary schools.

The literature also addresses headteachers' instructional supervision practices, with a report from KICD (2021) noting that continuous supervision of teachers is essential for ensuring the quality of education in primary schools. However, the report, like other studies reviewed, fails to examine the precise impact of teacher supervision on the overall quality of primary school education. This lack of investigation into the depth of instructional supervision highlights another significant gap in the current literature. These gaps in research and understanding serve as the foundation for the study in question, which aims to explore the relationship between various headteacher practices—motivational, performance appraisal, mentorship, and instructional supervision—and teacher performance in primary schools.

By addressing these gaps, this study seeks to contribute to a more comprehensive understanding of how headteachers' administrative actions directly influence teacher performance and, consequently, the quality of education provided in primary schools. The study aims to fill these voids by closely examining the specific ways in which different headteacher practices influence teacher outcomes, providing insight that could help improve educational practices and policies. As a result, this research will offer valuable perspectives for both academic scholarship and practical application in the field of educational leadership.

In conclusion, while existing studies acknowledge the importance of headteachers in influencing teacher performance, significant gaps remain in understanding the specific mechanisms through which headteachers' motivational, appraisal, mentorship, and supervision practices affect teacher performance in primary schools. This study sought to bridge these gaps, contributing to the ongoing discourse on effective school leadership.

## **2.5 Summary of Literature Review**

The current literature shows that headteachers utilize several administrative practices for the enhancement of teacher performance. Among these practices are motivation, performance appraisal, mentorship, and instruction observation, which all have a considerable influence in constructing the teachers' performance in the public primary schools. These practices are used to improve teachers' capabilities in the classroom, which escalates towards the achievement of students and the general quality of education. Even though the practices have been identified, a further study remains necessary to establish how specifically the various administrative methods influence teacher performance in the public primary schools.

Motivation is one of the key strategies employed by headteachers to inspire and encourage teachers. By offering positive reinforcement, creating a supportive work environment, and recognizing the hard work of educators, headteachers can help foster a sense of job satisfaction and commitment. Motivated teachers are more likely to be engaged in their teaching roles, invest in professional development, and strive for continuous improvement in their instructional practices. Another critical practice is performance appraisal, which involves assessing teachers' effectiveness through formal evaluations. These evaluations are meant to identify strengths and weaknesses, provide constructive feedback, and set goals for improvement.

When done effectively, performance appraisals can lead to increased accountability, better teaching practices, and enhanced teacher development. However, the methods used for appraisal, the criteria for evaluation, and how feedback is provided can vary significantly, all of which can influence the outcomes of this practice. Mentorship is another administrative approach that has a significant impact on teacher performance. By pairing less experienced teachers with more seasoned mentors, headteachers can

create opportunities for knowledge transfer, skill-building, and professional guidance. Mentorship provides teachers with the support they need to navigate challenges, adopt best practices, and improve their teaching methods. Through regular interactions and feedback from mentors, teachers gain valuable insights that can lead to enhanced classroom performance and personal growth. Instructional supervision is also a pivotal practice that involves overseeing and guiding teachers' teaching methods and classroom activities. This supervision may include regular classroom visits, providing feedback on lesson planning and delivery, and supporting teachers in implementing new teaching strategies.

Effective instructional supervision can result in improved instructional quality, better student engagement, and more efficient use of teaching resources. However, the way supervision is conducted—whether it is collaborative or top-down, supportive or critical—can significantly affect its success in improving teacher performance. While each of these administrative practices has been shown to influence teacher performance in various ways, there remains a gap in understanding the specific extent to which each practice contributes to this improvement in public primary schools. It is essential to explore how these practices interact, whether they complement each other, and to what degree they each directly impact teacher effectiveness.

Conducting further research on this topic will provide valuable insights into the best practices for headteachers in fostering a positive and productive teaching environment. Finally, while it seems evident that the headteachers use all forms of administration practices with the desire to improve teacher performances, a lot of work needs to be done to study and determine the exact impact of all such practices. Further studies into the practices, as expounded, would allow a better comprehension of their input towards the better quality of education in all public primary schools.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter discusses the methodology used for the study. It includes the study design, place of study, target population, sampling methods, instruments of research, piloting of the instruments, validity, reliability, credibility, dependability, data collection, data analysis process, and ethical issues.

#### 3.1 Research Methodology

A mixed methodology was adopted, embracing the use of the quantitative as well as the qualitative approaches. Adoption of such a methodology was suitable for the study because it allowed collection and analysis of the two types of data at the same time. The researcher took advantage of the use of both methods to complement the other. According to Creswell (2014), the quantitative method involved the asking of focused questions and gathering data that could be measured from a relatively sizable sample. In the case, data were gathered through the use of questionnaires. Qualitative data, however, were gathered through interviews, thus allowing the researcher to capture participants' perceptions and understanding, which were predominantly verbal responses.

#### 3.2 Research Design

A concurrent triangulation design was used in this study, which is a single-phase design where both quantitative and qualitative methods were implemented simultaneously and given equal importance. This design typically involves the parallel collection and analysis of both types of data, with the goal of providing a comprehensive understanding of the research problem (Creswell, 2014). The results from both data sets were merged during the interpretation phase.

This method was useful because it allowed the gathering of numerical and descriptive data, structured in a format easy to analyze, frequently including the use of visual aids such as graphs and charts to clearly display the results.

### 3.3 Location of Study

The investigation was carried out in Kitui Central Sub-county, Kitui County. The sub-county has a population of about 105,991 inhabitants and covers an area of 421.8 km<sup>2</sup>, giving a population density of 251 people per square kilometer (KNBS, 2019). Key economic activities are subsistence farming and commerce. Yet, the quality of work by teachers in public primary schools was found to have been weak, as the teachers had not finished the syllabus on deadlines, participated sparingly in co-curricular activities, and the students performed inadequately in exams. As per Muasya (2016), 67.2% of the teachers in public primary schools had not completed the syllabus on deadlines, while 59.3% of the students performed weakly in internal and national exams. For these reasons, Kitui Central Sub-county became the area of focus for the investigation.

### 3.4 Target Population

The study population included the 78 public primary schools that are located within the Kitui Central Sub-county. It included 757 respondents, which were 78 headteachers and 679 teachers, as shown in Table 1:

**Table 1: Target Population of the Study**

<b>Respondents</b>	<b>Target Population</b>
Headteachers	78
Teachers	679
<b>Total</b>	<b>757</b>

**Source: Kitui Central Sub-county Office (2025)**

### 3.5 Sampling Procedures and Sample Size

The researcher applied Yamane's Formula to determine the sample size for this study.

The calculation method is outlined below:

$$N_0 = \frac{N}{1 + N(e^2)}$$

Where,  $N_0$  = desired sample size at 95% confidence interval

$N$  = Target Population

$e$  = Confidence level of 5% (decimal equivalent is 0.05)

Thus, desired sample was:

$$N_0 = \frac{757}{1 + 757(0.05)^2}$$

$$N_0 = 260 \text{ respondents}$$

Stratified sampling was utilized to divide the population into two strata based on the number of zones found in the Kitui Central Sub-county. Stratified sampling was used to make the samples consistent, similar, and proportionally representative of all zones. Four headteachers were thereafter sampled purposively, targeting schools which had a consistent record of weak KCPE performances over the past five years. Morse (2010) indicated that purposive sampling has a low margin of error, which helps to justify the data. Purposive sampling was utilized here because it aided the researcher specifically to target public primary schools with a history of weak KCPE performances over the past five years.

As indicated by Creswell (2014) purposive sampling aims to help gain richer understanding about variation of the phenomenon of interest as well as probe nascent concepts about the setting. Additionally, 48 teachers were randomly sampled from all the zones with a simple random sampling design used to minimize the likelihood of

bias. Based on the above, the study had a total sample size of 20 headteachers and 240 teachers, as indicated in table 2;

**Table 2: Sampling Grid**

<b>Respondents</b>	<b>Target Population</b>	<b>Sample Size</b>	<b>Sampling Techniques</b>
Headteachers	78	20	Purposive sampling
Teachers	679	240	Simple random sampling
<b>Total</b>	<b>757</b>	<b>260</b>	

**Source: Researcher (2025)**

### **3.6 Research Instruments**

They were utilized to obtain information related to the study's key themes and research aims. They comprised a teacher questionnaire and interviews for the headteachers.

#### **3.6.1 Questionnaire for Primary School Teachers**

Self-constructed questionnaires with closed-ended questions were used to capture quantitative data from primary school teachers. According to Morse (2010), a questionnaire as a data collection instrument consists of a set of questions/prompts designed to elicit information about participants, often planned to undergo statistical analysis of the answers. The questionnaire had three parts to help capture information regarding the different study variables. Part A featured the demographic data such as the gender and the education level of respondents. Part B to F had the items according to the aims of the study. Items, consisting of 5-point Likert scale questions, were acceptable according to Creswell (2014), which expounds that the Likert scale assigns answers theoretically equivalent intervals between them.

#### **3.6.2 Interview Guide for Headteachers**

The study used structured interviews with open-ended questions to collect qualitative data from headteachers. These structured interviews were chosen because they allowed the researcher to ask follow-up and probing questions.

### **3.7 Piloting of Research Instruments**

Piloting was carried out with 26 respondents from a sample of primary schools in Kitui Central Sub-county. As recommended by Kothari (2005), a pilot sample should constitute 10% of the main study's sample (i.e., 10.0% of 260). The pilot aimed to assess the suitability and clarity of the questions, the relevance of the information gathered, and the appropriateness of the language. The pilot results were also used to pretest the instruments, validating and ensuring their reliability. This stage helped identify potential problems, such as issues with interpretation or time management during data collection. Additionally, the interview guides were trialed to ensure that questions were clear and elicited a broad range of responses, allowing for revisions. The participants in the piloting phase were excluded from the main data collection process.

#### **3.7.1 Validity**

In order to establish the validity of the research instruments, data triangulation was adopted. Through the method, the internal validity was enhanced by the combination of various methods. Following the interview, the data were transcribed and handed back to the participants for member checking. Peer debriefing was also utilized, with the experts in educational management analyzing the data and providing comments. From their remarks, the instruments were improved. In validating the quantitative dimension of the instruments, the researcher made sure that the question directly focused on the study objectives and variables.

#### **3.7.2 Reliability**

Split-half method was adopted to establish the reliability of the test items. The respondents undertook the test, which was thereafter divided into two halves. Cronbach Alpha method was used to calculate the reliability index between the two halves.

It was identified that the Cronbach Alpha coefficient was 0.725, indicating good internal consistency, which is acceptable as per Kothari (2005).

### **3.7.3 Credibility**

Credibility was ensured through data triangulation, which involved analyzing the data using multiple approaches. This helped to establish that the research findings were credible, focusing on the quality of the data rather than its quantity. According to Creswell (2014), credibility ensures that research results are believable by prioritizing the depth and richness of the information gathered.

### **3.7.4 Dependability**

To guarantee dependability, each qualitative data collection process was detailed so that the study could be replicated, producing similar results. Kothari (2005) notes that dependability ensures that the findings are consistent and can be repeated. The study was carefully documented, and each step was detailed to allow external researchers to replicate the inquiry and reach similar conclusions.

## **3.8 Data Collection Procedures**

The researcher obtained an introductory letter from The School of Postgraduate Studies at Mount Kenya University, as well as authorization and research permits from the National Commission for Science, Technology, and Innovation (NACOSTI). Additional authorization letters were obtained from the County Commissioner and County Director of Education, Kitui. After securing these approvals, appointments were made with respondents to administer questionnaires and conduct interviews. A research assistant, trained for five days on the questionnaire, helped distribute and collect the completed questionnaires. The data collected was safely stored for analysis, and the interviews were conducted to gather qualitative data.

### **3.9 Data Analysis Procedures**

Data analysis began through the establishment of common themes of the answers. Data pertaining to the question was broken down into separate phrases or sentences representing separate ideas. Responses to closed-ended questions were coded, and frequency counts were obtained as a means of data summarization. Qualitative data were thematically analyzed and narratively written. Quantitative data were descriptively analyzed through the use of frequencies and percentages. Additionally, a linear regression analysis was conducted through SPSS (version 25) for establishing the relationship between teacher performance and headteachers' administrative practice in the case of primary schools. The quantitative data findings were presented through tables and charts.

### **3.10 Ethical Considerations**

Ethical considerations in the study involved ensuring proper handling of various aspects, including the research content, participant expectations, informed consent, and confidentiality.

#### **3.10.1 Access to the Study Site**

The researcher obtained authorization and submitted the required permits and authorization letters to NACOSTI, the County Commissioner, as well as the County Director of Education, Kitui, to allow her access to the study sites.

#### **3.10.2 Confidentiality and Privacy**

Confidentiality was maintained by keeping personal and private information shared by respondents strictly confidential. Respondents were assured that their identities would remain undisclosed in any communication related to the study.

### **3.10.3 Anonymity**

The researcher ensured that respondents' identities remained anonymous, with no personal or institutional details shared in any form of communication.

### **3.10.4 Informed Consent**

The researcher thoroughly explained the study's nature and purpose to the respondents and provided them with a clear understanding of the data collection procedures. Consent forms were presented to respondents, and their consent was obtained before proceeding with the research.

### **3.10.5 Intellectual Property and Plagiarism**

The study adhered to principles of originality, ensuring that no information was copied without proper citation. The research proposal was checked using Turnitin to ensure that plagiarism levels were within acceptable limits (15% without references and 20% with references, in line with MKU guidelines).

### **3.10.6 Mien and Decorum**

The researcher remained professionally dressed and followed appropriate behavior during the course of the study, treating participants with respect and adhering to the values of society and the code of ethics for research.

### **3.10.7 Storage of Data Collected**

All the raw data thus acquired during the study was organized and stored safely for quick reference. Hard copies were filed, while the soft copies were stored safely in secure media like CDs and flash drives after analysis.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.0 Introduction

This chapter reports the study's results. For the sake of clarity and to preserve a logical sequence, the report builds upon the four research questions the study set out to answer. An exception applies, though, as the first section contains demographic information about the participants, since that information could have a bearing when interpreting the data, they provided.

#### 4.1 Response Rate

There were 240 questionnaires handed out to teachers, 231 of which were returned completed. Furthermore, the researchers carried out interviews with 16 headteachers.

Response rates are as presented in Table 3;

**Table 3: Response Rates**

<b>Respondents</b>	<b>Sampled Respondents</b>	<b>Those Who Participated</b>	<b>Achieved Return Rate (%)</b>
Headteachers	20	16	80.0
Teachers	240	231	96.3
<b>Total</b>	<b>260</b>	<b>247</b>	<b>95.0</b>

**Source: Field Data (2025)**

It emerged that the headteachers had a 80.0% response rate while the teachers had a 96.3% response rate. Together, their average response rate stood at 95.0%, which aligned with the proposal by Creswell (2018) that a response percentage of 75.0% and higher was acceptable. This data was significant as it enabled the researcher to make valid generalization of the study finding for the target population.

## 4.2 Respondents' Demographic Information

The data collection instruments obtained demographic information about participants, such as gender and education level. This data was necessary because these factors may influence the capacity of the respondents to offer valid data about the study objectives.

### 4.2.1 Gender of the Respondents

Information on the distribution of the respondents by gender was collected, and the result appears in Table 4:

**Table 4: Distribution of the Respondents by Gender**

Gender	Headteachers		Teachers	
	f	%	f	%
Male	11	68.8	139	60.2
Female	5	31.2	92	39.8
<b>Total</b>	<b>16</b>	<b>100.0</b>	<b>231</b>	<b>100.0</b>

**Source: Field Data (2025)**

Table 4 illustrates that the majority of headteachers, specifically 11 (68.8%), were male, while 5 (31.2%) were female. Similarly, the teacher population was predominantly male, with 139 (60.2%) male teachers and 92 (39.8%) female teachers. These figures suggest that there was a sufficient level of gender balance across the different tiers of the study, emphasizing that the gender of stakeholders, both male and female, is an important factor when evaluating how headteachers' administrative practices impact teacher performance in primary schools. This highlights the potential influence of gender on how individuals react to leadership styles, decision-making processes, and the overall school environment.

Incorporating gender as a variable in research allows for the identification of any significant differences or trends between male and female teachers in terms of how they perceive and respond to management strategies. Gender dynamics can play a role in shaping workplace interactions and perceptions of authority, which, in turn, may have a

direct effect on teacher performance. Male and female teachers might display different preferences or reactions to leadership techniques due to their individual experiences or societal expectations. This concept aligns with the findings of Beutell and Ahn (2019), who argue that collecting gender data enables researchers to examine whether such differences exist and whether headteachers should adapt their practices to better meet the needs of both male and female members of their teams. This suggests that incorporating gender inclusivity into data collection not only enriches the analysis but also ensures a more complete understanding of the factors affecting teacher performance.

By doing so, researchers can better identify gender-specific challenges or advantages associated with management strategies and offer more effective, targeted recommendations for improvement. Finally, taking gender into account when conducting research of this kind yields richer, contextually more appropriate insights, thus informing the design of personalized interventions to improve teacher performance at the primary school level. By recognizing the influence of gender as an explanatory factor for teachers' reactions to the practice of management and leadership, school leaders can design strategies that are themselves more inclusive and better attuned to the variety of needs within their own teams.

#### **4.2.2 Education Level of the Respondents**

The questionnaires collected data regarding the education level of the headteachers and the teachers. Results are presented in Table 5;

**Table 5: Respondents' Level of Education**

Level of Education	Headteachers		Teachers	
	f	%	f	%
Diploma	0	0.0	144	62.4
Bachelors' Degrees	10	62.5	67	29.0
Postgraduate	6	37.5	20	8.6
<b>Total</b>	<b>16</b>	<b>100.0</b>	<b>231</b>	<b>100.0</b>

**Source: Field Data (2025)**

Table 5 indicates that the majority of headteachers, 10(62.5%), held Bachelor's Degrees, while 6 (37.5%) had other qualifications. In contrast, a larger proportion of teachers, 144 (62.4%), possessed Diplomas, 67 (29.0%) held Bachelor's Degrees, and only a small group, 20 (8.6%), had postgraduate qualifications. This data suggests that most respondents had a solid educational background, supporting the expectation that they would be capable of answering questions regarding the impact of headteachers' administrative practices on teacher performance in primary schools. Additionally, this points to the idea that an individual's level of education reflects their knowledge, skills, and cognitive abilities.

Respondents with varying educational backgrounds might interpret and respond to management practices differently. For instance, teachers with higher educational qualifications may possess a deeper understanding of contemporary teaching methods and may require different management approaches than those with lower qualifications. By analyzing the educational qualifications of teachers, the research provides insights into how the management styles of headteachers affect teachers from diverse educational backgrounds. Essentially, the education level influences a teacher's professional expectations and their approach to school leadership. Teachers with higher educational attainment might expect more independence or opportunities for

professional growth, which could make them more receptive to certain management strategies. Conversely, teachers with lower qualifications might be more inclined to accept direct supervision or structured guidance. As a result, a teacher’s education level could help explain variations in their performance under different leadership practices. This highlights that the connection between headteachers' management practices and teacher performance is likely multifaceted, with factors like educational background offering crucial context. This is consistent with Avidov-Ungar’s (2019) assertion that respondents’ educational levels can help researchers control for potential confounding factors, ensuring that the effects of management practices are not skewed by differences in educational qualifications. Ultimately, gathering data on respondents' educational levels is vital for understanding how headteachers' management practices impact teacher performance, as it helps account for differences in teachers' cognitive abilities, professional expectations, and responsiveness to various leadership approaches.

#### 4.3 Teacher Performance Status in Public Primary Schools

The study sought to appraise the current condition of teacher performance at the public primary schools within Kitui Central Sub-county. That was accomplished through the analysis of the punctuality of the completion of the syllabus and KCPE performances from 2019 through 2023. The information is revealed through Table 6;

**Table 6: Frequency of Syllabus Coverage by Teachers in Public Primary Schools**

Frequency of Timely Syllabus Coverage by Teachers	Number of Teachers	
	f	%
Often	59	25.5
Rarely	138	59.7
Never	34	14.8

**Source: Field Data (2025)**

Table 6 illustrates that the majority of teachers, 138 (59.7%), infrequently complete the syllabus on time, while 59 (25.5%) do so regularly, and 34 (14.8%) never manage to

finish it. Additionally, during interviews, headteachers emphasized that most teachers struggle to finish the syllabus in the allotted time. One headteacher, H1, shared the following observation:

*In my school, I've encountered situations where teachers fail to finish the syllabus on time, which leaves students with insufficient time for revision*

These results align with the findings of Hofman and Ve Hofman (2015), who assert that in the Netherlands, a teacher's ability to cover the syllabus within the designated time frame is considered an important factor in determining their competence. A competent teacher, according to their research, is someone who not only completes the syllabus but also teaches subjects effectively, fostering a belief in their capacity to positively impact students' performance.

Similarly, a study conducted by Kamau (2021) in Kitui Central Sub-county revealed that delays in syllabus completion are particularly common during the third term, with many teachers racing to finish the syllabus before national exams. This delay is often attributed to teachers prioritizing topics focused on exams, which leads them to overlook other critical areas of the curriculum. Therefore, the education of the students may appear unfinished. In order to further measure teachers' effectiveness, the researcher further explored the trends in the KCPE performances between 2019 and 2023. Observations arising from this analysis are as highlighted in the following table:

Table 7;

**Table 7: Academic Performance in Public Primary Schools in Kitui Central Sub- County (Mean scores) between 2019 and 2023**

KCPE Results in Mean Score (Marks)	Years of Examination				
	2019 %	2020 %	2021 %	2022 %	2023 %
100-150 marks (Poor)	40.2	43.5	44.2	47.3	48.9
151-200 marks (Below Average)	36.9	35.1	34.9	33.5	32.5
201-300 marks (Fair)	15.4	15.1	14.8	13.7	13.4
301-350 marks (Good)	5.3	4.4	4.3	3.8	3.6
351-400 marks (Excellent)	2.2	1.9	1.8	1.7	1.6

**Source: Field Data (2025)**

Table 7 reveals a continuous decline in the academic performance of the students in the KCPE in the past five years. That trend was confirmed by a report issued by the MoE (2024) indicating a similar declining trend of achievement by learners in Moyale Sub-county during the KCPE examinations. These results strengthen the observation that poor academic performance has become a widespread issue in numerous public primary schools. This decline in student achievement has raised concerns, suggesting that it is not an isolated problem but rather a growing trend that is being observed across various regions.

The data points to the need for urgent attention to address the factors contributing to this negative trend in academic outcomes, as it has become a common occurrence in many schools. This continued underperformance calls for further analysis and intervention to understand the root causes and implement effective strategies to improve the quality of education in these areas. Without prompt and adequate solutions, the situation may continue to worsen, further impacting the future prospects of learners in these regions.

#### 4.4 Headteachers' Motivation Practices and Teacher Performance in Public Primary Schools

The study attempted to evaluate the impact of the motivational practices of the headteachers on the performances of teachers in the public primary schools. Data were descriptively gathered from the teachers, thereafter summed up and integrated into recognizable ideas. Findings are presented in Table 8;

**Table 8: Teachers' Views on the Influence of Headteachers' Motivation of Teachers on Teacher Performance in Public Primary Schools**

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Headteachers rarely identify teaching staff to be motivated as a way of improving my performance	59.3	13.0	7.4	9.3	11.1
In public primary schools, performance is low since headteachers rarely identify hard-working members of non-teaching staff to be motivated	61.1	14.8	5.6	9.3	9.3
Headteachers usually set standards to be met for any staff member to be motivated	48.1	14.8	5.6	14.8	16.7
Forms of motivation deigned by headteachers have not encouraged teachers to work hard and improve performance	51.7	13.2	7.4	18.5	9.3
In public primary schools, material and social rewards are usually used by headteachers as form of motivation	55.7	18.7	5.7	12.3	7.6

**Source: Field Data (2025)**

In Table 8, slightly over half the teachers, i.e., 137 (59.3%), strongly agreed that the headteachers rarely select members of the teaching staff as motivated to improve their work, while a slight minority, 26 (11.1%), indicated the opposite. In the same way, a wide percentage of the teachers, 141 (61.1%), strongly indicated that the Kenyan public primary schools' performance is weak since the headteachers rarely recognize diligent members of the non-teaching staff to motivate them, while 21 (9.3%) strongly disagreed with the statement.

A considerable proportion of teachers, 111 (48.1%), strongly agreed that headteachers typically set specific standards for staff members to meet in order to motivate them, whereas 39 (16.7%) strongly disagreed. Additionally, slightly over half of the teachers, 119 (51.7%), agreed that the motivational strategies employed by headteachers have not been effective in encouraging teachers to work harder and improve their performance. Only a small group, 21 (9.3%), strongly disagreed with this perspective. Furthermore, just over half of the teachers, 129 (55.7%), agreed that headteachers in public primary schools often use material and social rewards as forms of motivation, while 18 (7.6%) strongly disagreed.

The analysis highlights the significance of the influence exercised by the headteachers upon the level of motivation and work performed by teachers at the public primary schools. Nevertheless, the data indicate that the majority of the headteachers do not effectively recognize and reward the working efforts of teachers, which consequently has a negative impact upon teacher work and student achievement. Recognition and appreciation are two primary ways in which headteachers influence teacher performance. This aligns with Mulford's (2022) assertion that teachers' motivation increases when they feel their efforts are recognized by their leaders. Regrettably, many headteachers in public primary schools seldom recognize or appreciate the hard work of teachers, which often results in a drop in motivation and, consequently, a decline in teacher performance.

The absence of recognition can make teachers feel undervalued, contributing to lower job satisfaction, as noted by Bickmore (2015). When teachers feel appreciated, they are more likely to invest effort into improving their teaching practices, which leads to better outcomes for students. Another critical factor in motivating teachers is the provision of material incentives, such as bonuses or salary increases, which headteachers can use to

enhance teacher performance. However, many headteachers in public primary schools fail to provide these incentives, as indicated by Richards (2017). The lack of material rewards contributes to teacher dissatisfaction, as monetary and material incentives are often seen as symbols of recognition for their hard work (Akhtar & Moen, 2020). When headteachers offer these material incentives appropriately, they can significantly enhance teacher motivation, improving the quality of teaching and, by extension, student performance. In contrast, some headteachers do provide teachers with recommendations for promotions, which can have a positive impact on teacher performance.

Research by Johnson (2016) suggests that headteachers who recommend teachers for promotion contribute to boosting teacher morale, making them more likely to improve their instructional practices and engage in professional development. However, the positive effect of promotion recommendations is often limited when they are not coupled with other forms of recognition or tangible rewards. While promotion recommendations can enhance teacher performance, the lack of opportunities for professional development remains a significant challenge. This is supported by Hall and Hord (2015), who found that headteachers who fail to provide ongoing professional development opportunities impede teacher growth and performance.

Without professional development, teachers are less able to adapt to new teaching methods, which ultimately affects their effectiveness in the classroom and negatively impacts student achievement. Unfortunately, many headteachers in public primary schools do not prioritize professional development, leaving teachers without the necessary resources or support to improve their teaching practice. The failure to offer professional development opportunities prevents teachers from enhancing their skills and adapting to emerging educational trends.

As a result, this lack of growth further exacerbates the problem of underperformance. In conclusion, the performance of teachers in public primary schools is profoundly influenced by the actions or inactions of headteachers. When headteachers fail to recognize the hard work of teachers, provide material incentives, offer opportunities for professional development, or recommend promotions, teacher motivation and performance suffer.

#### 4.4.1 Inferential Analysis

In a bid to further establish the influence of the motivational activities of the headteachers on the performances of teachers in the public primary schools, the data were obtained from the 16 sampled headteachers of the public primary schools on how often they motivate teachers, how often teachers complete the courses on schedule, and the performances of the students in the 2023 Kenya Certificate of Primary Education (KCPE) examinations. These are as shown in Table 9:

**Table 9: How Often Headteachers Motivate Teachers and Teacher Performance in KCPE for the Year 2024**

<b>How Often Headteachers Motivate Teachers (X2)</b>	<b>How Often Teachers Cover Syllabus in Time</b>	<b>2023 KCPE Results</b>
3	2	214
2	3	378
5	5	381
3	3	280
2	2	348
2	2	389
2	1	409
4	4	298
4	3	309
2	1	235
4	1	299
3	4	397
2	2	267
4	5	345
4	4	367
3	5	376

**Source: Field Data (2025)**

It follows from Table 9 that motivating and rewarding the teachers frequently by the headteachers in the primary schools has a direct correlation with a higher percentage of completion of the syllabus within the stipulated time and an increase of academic performance of pupils in the Kenya Certificate of Primary Education (KCPE). This suggests that when headteachers regularly motivate and reward teachers, it fosters a sense of value, support, and encouragement, leading teachers to put forth their best efforts. Motivational strategies, such as verbal acknowledgment, financial rewards, and professional development opportunities, contribute to improving teacher morale and cultivating a positive school culture.

Consequently, motivated teachers are more likely to stay committed to finishing the syllabus promptly and to employ effective teaching methods. Recognizing and rewarding teachers not only uplifts their spirits but also motivates them to uphold high standards in their work, which has a direct effect on their overall teaching efficiency. Teachers who feel appreciated are more inclined to be punctual, organized, and dedicated to covering the syllabus in detail, allowing sufficient time for students to revise before exams.

As a result, students experience a more structured and well-paced learning process, with lessons being taught and revisited in an orderly fashion. This enhanced standard of instruction manifests itself in the academic performance of the learners, specifically the KCPE. As the teachers are boosted, they are likely to ensure learners prepare better, improve their grades, and consequently, improve their academic performance broadly. Data contained in Table 9 were put through Pearson's Product Moment Correlation Test, and the following were the consequent results as shown in Table 10:

**Table 10: Relationship between How Often Headteachers Motivate Teachers and Teacher Performance in Public Primary Schools**

		<b>X1</b>	<b>A</b>	<b>B</b>
<b>X1</b>	Pearson Correlation	1	.549*	.597*
	Sig. (2-tailed)		.044	.028
	N	16	16	16
<b>A</b>	Pearson Correlation	.549*	1	.808
	Sig. (2-tailed)	.044		.098
	N	16	16	16
<b>B</b>	Pearson Correlation	.597*	.808	1
	Sig. (2-tailed)	.028	.098	
	N	16	16	16

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

Key: **X1**- How Often Headteachers Motivate Teachers; **A**- How Often Teachers Cover Syllabus in Time and **B**-2023 KCPE Results

Table 10 reveals a significant correlation between the motivation extended by the headteachers and the teacher performances at the public primary schools. The data indicate that as the tendency for the headteachers to motivate the teachers rises, the likelihood of teachers adhering to the syllabus at the appropriate time and increasing the academic capabilities of the learners during the Kenya Certificate of Primary Education (KCPE) enhances. Specifically, the computed correlations were  $r(16) = 0.549$  and  $0.597$ , and the corresponding p-values were  $0.044$  and  $0.028$ , which are significant at  $\alpha = 0.05$ . This suggests that despite systemic issues such as inadequate resources, large class sizes, and low salaries, there is a notable positive relationship between headteachers' efforts to motivate their staff and the quality of teaching delivered.

Motivated teachers are more inclined to participate in professional development activities, show enthusiasm in their lessons, and foster supportive and engaging classroom environments. These motivational efforts are typically driven by headteachers who provide recognition, support, and opportunities for teachers' growth. By being role models, headteachers can inspire collaboration and nurture a positive school culture where teachers feel valued and respected.

However, it is important to note that while headteachers' motivational efforts play a vital role, they alone cannot address all the challenges that affect teacher performance. The connection between motivation and teacher performance is significant, but it should be understood within the broader context of the obstacles faced by both educators and students in public primary schools. In other words, although headteachers' efforts to motivate teachers are essential for improving teacher performance, these efforts are not enough to eliminate all the barriers that may hinder teachers' ability to perform at their best. Nevertheless, headteachers' motivation of their teachers plays a crucial role in enhancing teacher performance in public primary schools.

#### **4.4.2 Thematic Analysis**

Headteachers revealed through the interviews that they themselves motivate teachers and identify staff members that require a boost to enable them to better their work. For example, Headteacher H2 revealed the following:

*At my school, I ensure the teachers are encouraged regardless of the scarce resources provided for the same. I always recognize diligent workers and reward them small incentives and appreciation. This has encouraged them to cover the syllabus on time and see the students do better during exams*

These responses emphasize the importance of teacher motivation as a key factor in improving teacher performance. Despite some contradictions in the findings, these results support previous research, including the work of Hall and Hord (2015), which highlighted that the motivational practices adopted by headteachers play a crucial role in enhancing teachers' morale and encouraging them to work diligently and perform better. This confirms that while such motivational practices may be infrequent, any form of motivation, even small incentives, can significantly impact teachers' ability to cover the syllabus on time and improve student outcomes in exams.

#### 4.5 Headteachers' Performance Appraisal Practices and Teacher Performance in Public Primary Schools

This study also aimed to explore how performance appraisal practices affect teacher performance in public primary schools. Descriptive data were collected from teachers, and the results are presented in Table 11;

**Table 11: Teachers' Views on the Influence of Performance Appraisal Practices on Teacher Performance in Public Primary Schools**

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Headteachers usually appraise teachers' time management skills as a way of improving their performance	51.7	11.3	5.6	5.6	25.8
Teachers' performance has improved owing to the appraisal of their participation in co-curricular activities	53.7	14.8	5.6	11.1	14.8
Headteachers usually appraise teachers' ability to maintain learner discipline in school to improve their performance	57.4	9.3	7.4	9.3	16.7
In public primary schools, headteachers rarely appraise teachers' ability to ensure learner safety classroom	48.1	18.5	5.6	9.3	18.5
In public primary schools, teachers' classroom management skills are not appraised by headteachers to improve their performance	66.7	11.1	3.7	5.6	13.0

**Source: Field Data (2025)**

Table 11 shows the result for teachers' responses about their perception of the use of various practices of appraisal of performance by the headteachers. It shows that slightly over half of the teachers, 119 (51.7%), strongly agreed that the headteachers frequently appraise teachers' ability to use their time efficiently to enable them to work better. On the contrary, slightly over a quarter, 60 (25.8%), strongly disagreed. These results highlight that assessing time management is considered one of the primary areas of teacher evaluation.

This aligns with the findings from Dufour (2017), whose research showed that headteachers who appraise teachers' instructional methods can have a positive impact on teaching outcomes. According to Dufour, headteachers who observe and evaluate classroom teaching and interactions provide essential feedback that helps teachers refine their teaching techniques. As noted by Harris and Sass (2016), such feedback ensures that teachers are more likely to incorporate innovative and effective teaching strategies, which in turn results in better student engagement and improved learning outcomes. The evaluation of teaching methods encourages teachers to reflect on their practices, ultimately leading to the enhancement of instructional quality.

Similarly, a majority of teachers, 124 (53.7%), strongly agreed that their performance had improved due to the appraisal of their involvement in co-curricular activities (CCAs), while 34 (14.8%) strongly disagreed. This suggests that effective use of instructional time plays a critical role in teacher performance. Teachers who effectively manage their time can ensure that the curriculum is covered in a timely manner while also maintaining classroom discipline and promoting a productive learning environment. This finding supports Mertler's (2014) research, which indicated that when headteachers consistently appraise teachers' time management practices, it contributes to enhanced classroom productivity and efficiency.

Teachers who receive regular feedback on how to manage instructional time are better positioned to structure lessons, reduce distractions, and create more learning opportunities for students. This approach increases the likelihood of teachers meeting educational objectives and improving overall student performance. In addition to appraising teaching methods and time management, slightly more than half of the teachers, 133 (57.4%), strongly agreed that headteachers regularly assess their ability to maintain student discipline as part of their performance evaluation.

On the other hand, 39 (16.7%) strongly disagreed. This implies that headteachers not only assess classroom-based activities but also evaluate teachers' involvement in co-curricular activities, which are vital to the holistic growth of students. The importance of this aspect of teacher evaluation is supported by Collie and McNaughton (2017), who found that when headteachers appraise teachers' participation in CCAs, it positively influences teacher engagement and motivation. Teachers who participate actively in CCAs are more likely to build strong relationships with their students, which enhances their teaching effectiveness.

Moreover, these activities foster a sense of community and collaboration among educators, contributing to a more positive school culture. Therefore, when headteachers recognize and appraise teachers' contributions to extracurricular activities, they indirectly contribute to improvements in both teacher and student performance. In contrast, a significant portion of teachers, 111 (48.1%), strongly agreed with the view that headteachers rarely appraise their ability to ensure the safety of students within the classroom. This sentiment was shared by 43 (18.5%) who strongly disagreed. The findings point to the fact that one area where headteachers may not be providing sufficient appraisal is the preparation of professional documents, including lesson plans, schemes of work, and student assessments. These documents are essential for organizing instructional activities and ensuring alignment with educational standards.

Research by Hargreaves and Fullan (2012) emphasizes the importance of headteachers evaluating teachers' professional documentation. By doing so, headteachers help teachers improve their planning and organizational skills. Such appraisals provide teachers with the opportunity to refine their lesson plans and instructional practices, leading to more effective teaching and ultimately better student outcomes. Consequently, proper evaluation of professional documentation plays a significant role

in improving teacher performance. Furthermore, two-thirds of the teachers, 154 (66.7%), strongly agreed with the statement that headteachers in public primary schools do not appraise their classroom management skills as part of their performance evaluation, with only 30 (13.0%) strongly disagreeing. This finding underscores the importance of appraisals in enhancing teacher performance within public primary schools. By evaluating teaching methods, time management, participation in CCAs, and the preparation of professional documents, headteachers offer essential feedback that can help teachers improve their effectiveness. Such evaluations contribute to creating a culture of continuous professional development, which benefits both teachers and students. As schools continue to prioritize quality education, the role of headteachers in performance appraisal remains crucial for fostering teacher growth and improving educational outcomes.

#### **4.5.1 Inferential Analysis**

Proceeding to the inferential analysis, the impact of the practices of performance appraisal on teacher performance was further explored through data obtained from the 16 sampled public primary schools' headteachers. Data was used to investigate how often the headteachers appraised teachers' work, how often teachers completed the syllabus while on schedule, and the academic achievement in the Kenya Certificate of Primary Education (KCPE) 2023. The findings are presented in Table 12;

**Table 12: How Often Headteachers Appraise Teachers and Teacher Performance in Public Primary Schools**

<b>How Often Headteachers Reward Teachers (X2)</b>	<b>How Often Teachers Cover Syllabus in Time</b>	<b>2023 KCPE Results</b>
2	2	214
3	3	378
4	5	381
2	3	280
2	2	348
1	2	389
2	1	409
3	4	298
5	3	309
3	1	235
2	1	299
2	4	397
3	2	267
4	5	345
3	4	367
2	5	376

**Source: Field Data (2025)**

Table 12 demonstrates that the frequency of teacher appraisals by headteachers in primary schools correlates with improved syllabus coverage and enhanced student academic performance in KCPE. This suggests that frequent appraisals by headteachers play a significant role in shaping the teaching and learning dynamics within primary schools. When headteachers assess teachers regularly, there is a higher likelihood that teachers will efficiently manage the syllabus and subsequently boost student academic results.

Teacher appraisals are vital for recognizing both strengths and weaknesses in teaching practices. Regular feedback from headteachers encourages teachers to stay focused, refine their instructional methods, and ensure that the syllabus is covered on time. The constant oversight instills a sense of accountability, motivating teachers to adhere to a structured pace in completing the syllabus. As a result, students benefit from a well-organized, thorough education, which directly impacts their academic performance

during national exams. Moreover, regular appraisals contribute to teachers' professional growth, helping them remain current with the best pedagogical approaches. Teachers who receive ongoing support and guidance through frequent evaluations are better equipped to address the varying learning needs of their students, which in turn leads to improved student outcomes. Hence, the frequency of appraisal of the headteacher has a significant influence on coverage of the syllabus and the achievement of the students. Data listed in Table 12 were subjected to Pearson's Product Moment Correlation Test, and the result thus obtained is listed in Table 13:

**Table 13: Relationship between Frequency of Headteachers' Appraisal of Teachers and Teacher Performance in Public Primary Schools**

		<b>X2</b>	<b>A</b>	<b>B</b>
<b>X2</b>	Pearson Correlation	1	.613*	.584*
	Sig. (2-tailed)		.030	.047
	N	16	16	16
<b>A</b>	Pearson Correlation	.613*	1	.808
	Sig. (2-tailed)	.030		.098
	N	16	16	16
<b>B</b>	Pearson Correlation	.584*	.808	1
	Sig. (2-tailed)	.047	.098	
	N	16	16	16

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

Key: **X2**- How Often Headteachers Appraise Teachers; **A**- How Often Teachers Cover Syllabus in Time and **B**-2023 KCPE Results

Table 13 reveals a significant connection between teacher assessments by headteachers and teacher performance at public primary schools. In particular, the table reveals that the higher the frequency with which the headteachers encourage teachers, the higher the tendency for teachers to cover the syllabus regularly, which raises the student performance during the KCPE examinations ( $r(16) = 0.613$  and  $0.584$  at  $p = 0.030$ ,  $0.047$  at  $\alpha = 0.05$ ). This suggests that headteachers play a vital role in assessing their staff's teaching abilities, providing feedback, and encouraging professional development. Effective teacher appraisals offer valuable insights into the strengths and weaknesses of individual teachers, helping them focus on areas where they need to

improve. In essence, when headteachers lead effective teacher appraisal systems, especially when they are knowledgeable and supportive, it leads to improved teacher performance. By observing and evaluating teachers regularly, headteachers are able to provide constructive feedback, celebrate achievements, and identify areas for growth. Teachers who are evaluated frequently tend to perform better, benefiting from the support and opportunities for professional development that come with these appraisals. Additionally, such evaluations enhance accountability and motivation.

Teachers are more likely to improve their skills when they are aware that their performance is being assessed. Engaging teachers in performance appraisals encourages them to take responsibility for their teaching quality, which, in turn, positively influences student outcomes. The continuous feedback and guidance provided through the appraisal process promote a culture of excellence and continuous improvement among teachers, which ultimately benefits students' learning experiences and academic achievements.

#### **4.5.2 Thematic Analysis**

During the interviews conducted for the study, headteachers expressed strong support for the perspective that teacher appraisal is frequently used as a method to enhance instructional practices within the classroom. Headteacher, H3, stated;

*I always assess teaching methodologies, how effectively teachers manage their instructional time, their involvement in co-curricular activities, and their commitment to preparing essential professional documentation. By observing these aspects, it becomes easier to track how efficiently and thoroughly teachers are covering the syllabus. This, in turn, has contributed to better academic outcomes among students, highlighting the practical benefits of consistent and structured appraisal efforts*

These insights from the interviews mirror the results obtained from the quantitative data and lend further support to the idea that appraisal systems play a vital role in fostering ongoing professional development for educators.

Collectively, these mixed-method findings reinforce the notion that teacher evaluations conducted by headteachers serve as a crucial strategy for enhancing teacher performance, particularly within public primary schools. Although some performance-related challenges persist, especially in schools with limited resources, the presence of a well-organized appraisal mechanism can provide meaningful feedback that informs targeted professional development. Furthermore, when headteachers engage in routine, purposeful evaluations of their teaching staff, they help establish a culture that values accountability and strives for continuous growth.

Constructive feedback received as a result of such assessments helps teachers reflect critically on their pedagogy, detect areas for enhancement, and establish both short- and long-term career targets. This process not only helps individual advancement, but also benefits school growth as a whole. In addition to providing developmental feedback, appraisals can foster a sense of belonging and professional support among teachers. When educators receive clear, practical guidance and recognition for their efforts, they are more likely to feel appreciated and motivated to further improve their skills. Headteachers can also use the appraisal process to highlight and reward outstanding teaching practices, which can serve as a powerful motivator for teachers to sustain or elevate their performance levels.

Although it is important to acknowledge that appraisals alone may not be sufficient to address every aspect of teacher underperformance, they undeniably serve as a cornerstone of professional development. When used effectively, appraisals help identify skill gaps and performance barriers, offering an opportunity to design development programs tailored to the specific needs of individual teachers. Ultimately, this contributes to enhancing the quality of teaching and learning within the school environment.

#### 4.6 Headteachers' Mentorship Practices and Teacher Performance in Public Primary Schools

The research also intended to investigate the influence of the mentorship approaches of headteachers upon teacher performances within public primary schools. In responding to this goal, descriptive data were obtained from teachers, and the findings are depicted in Table 14;

**Table 14: Teachers' Views on the Influence of Headteachers' Mentorship Practices on Teacher Performance in Public Primary Schools**

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public primary schools, headteachers undertake counselling activities for teachers as a way of improving teachers' performance	49.6	5.0	4.3	33.8	7.2
In public primary schools, headteachers plan and organize mentorship activities for teachers to improve their performance	52.5	12.2	2.9	26.6	5.8
In public primary schools, team building sessions have often been organized by headteachers for teachers to learn new teaching methods and improve performance	44.6	15.8	4.3	28.8	6.5
Headteachers rarely organize mentorship programs for teachers as a way of encouraging teachers to learn how to cover syllabus in time for better performance	59.7	7.9	5.8	21.6	5.0
Headteachers have often organized mentorship programs for teachers to share ideas on how to improve performance	64.2	9.4	4.7	17.9	3.8

**Source: Field Data (2025)**

Table 14 illustrates that a significant portion of the teachers, specifically 115 individuals (49.6%), strongly affirmed that headteachers in public primary schools actively engage in counseling sessions with their teaching staff as a strategy to enhance their performance.

On the other hand, a small minority, comprising 17 teachers (7.2%), strongly disagreed with this assertion. These results are consistent with the investigation by Goetz, Montalvo, and Thomas (2022) that emphasized the benefits of peer-sharing workshops. According to their study, such workshops offer teachers the best opportunities for reflective practice, sharing of instruction methods, and acquiring feedback that directly enhances their teaching practice. Nevertheless, despite the known benefits of these collaborative practices, many headteachers in public primary schools fail to implement or organize such mentorship initiatives.

As a result, teachers are often deprived of meaningful opportunities to grow professionally by learning from one another's experiences—both successes and challenges. This lack of structured mentorship not only limits peer interaction but also hinders professional growth and performance improvement. Supporting this viewpoint, Adeyemo and Adeyemi (2021) observed that teachers involved in structured peer-learning environments exhibit significant improvements in their instructional techniques compared to those who work in professional isolation. The implication here is clear: mentorship platforms where teachers are encouraged to share their experiences and collaboratively navigate instructional challenges play a critical role in fostering professional development and improving performance. Yet, these opportunities are often underutilized.

More evidence from the data reveals that just over half—121 teachers (52.5%)—strongly agreed that the headteachers of public primary schools take the initiative to organize the activities of mentorship which are meant to enhance the performance of teachers. On the other hand, 13 teachers (5.8%) strongly disagreed. These findings suggest that induction and mentorship programs, particularly for new teachers, are vital in facilitating a smooth and effective transition into the school environment.

Induction typically involves orienting new educators to the school's culture, instructional approaches, classroom management strategies, and behavior management techniques. These observations are consistent with Ogunyemi's (2020) research, which found that despite the acknowledged need for induction programs, many headteachers in public primary schools rarely offer this form of professional guidance. In the absence of such programs, new teachers often struggle with student behavior issues, curriculum planning, and classroom management—challenges that can significantly undermine their performance and overall effectiveness.

Harris and Jones (2019) also emphasize the importance of well-structured induction programs. Their study concluded that such programs are instrumental in boosting new teachers' confidence and classroom management abilities, which ultimately contributes to improved performance and better outcomes for the entire school. Thus, the absence of induction initiatives intensifies the obstacles faced by novice teachers, making it harder for them to adapt and excel in their roles. In another finding from the same dataset, 103 teachers (44.6%) strongly agreed that team-building activities are occasionally organized by headteachers, allowing teachers to exchange new instructional strategies and enhance their performance. Meanwhile, 15 teachers (6.5%) expressed strong disagreement with this statement. This highlights another area where headteachers often fall short—organizing team-teaching programs.

Team teaching involves pairing novice educators with experienced ones to co-deliver lessons. Such collaborative approaches have been shown to enrich both teaching and learning experiences. According to research by Tovar and Walker (2021), novice teachers greatly benefit from working closely with seasoned colleagues. This partnership enables them to acquire new teaching techniques and learn effective classroom management strategies.

However, despite these advantages, team-teaching initiatives are seldom implemented in public primary schools. The lack of these collaborative platforms reduces opportunities for mentorship, limiting new teachers' exposure to best practices and hindering their overall development. Additionally, a majority—138 teachers (59.7%)—strongly agreed with the statement that headteachers rarely organize mentorship programs aimed at helping teachers learn how to complete the syllabus within the required timeframe. In contrast, only 12 teachers (5.0%) strongly disagreed. This suggests that workshops focusing on both professional conduct and personal development are critical in improving teacher performance.

These seminars often involve seasoned educators or external facilitators who guide teachers in refining their interpersonal skills, professional demeanor, and emotional intelligence—factors that significantly affect classroom dynamics and student engagement. The importance of these developmental sessions is supported by Elliott and Finkel's (2020) findings, which indicated that such mentorship seminars improve teacher effectiveness. Despite this, the research shows that headteachers in public schools rarely arrange for these vital activities, leaving educators without structured opportunities for growth. Without mentorship focused on professional behavior and personal conduct, teachers may struggle to cultivate a conducive learning environment, potentially impacting both their morale and that of their students.

Moreover, a significant number of teachers—148 (64.2%)—strongly agreed that headteachers have often facilitated mentorship programs designed for teachers to exchange ideas and strategies aimed at performance improvement. Only a small fraction, 9 teachers (3.8%), strongly disagreed. This finding reinforces the idea that the evolving nature of education demands continuous professional development. Teachers must regularly update their instructional approaches to meet the diverse learning needs

of students. Mentorship sessions that focus on adopting new teaching methods are therefore critical to sustained performance improvement. Nevertheless, many headteachers overlook the organization of such programs. This aligns with Baker and Perkins' (2021) research, which emphasized that participation in professional development opportunities—including mentorship focused on innovative pedagogical techniques—leads to enhanced teacher performance and classroom innovation. In essence, the absence of regular mentorship programs restricts teachers' access to contemporary teaching strategies, slowing their professional development and negatively affecting student achievement.

These insights underscore the pivotal role of structured mentorship and professional development initiatives in improving teaching standards. Such programs not only enhance individual teacher performance but also foster a learning environment that supports student success. Despite the found advantage of mentoring and ongoing professional activities, it appears that a number of public primary school headteachers are not strongly focused on them. Lacking such activities, classroom instruction quality gets affected and the likelihood of strong academic outcomes gets undermined.

#### **4.6.1 Inferential Analysis**

To assess the impact of mentorship practices implemented by headteachers on overall teacher performance, data were gathered from 16 headteachers in selected public primary schools. This survey encompassed the frequency of organizing the mentorship program, the frequency with which teachers cover the syllabus, and the academic achievement of the students during the 2023 Kenya Certificate of Primary Education (KCPE). The analysis applied a frequency scale: Very Often (5), Often (4), Sometimes (3), Rarely (2), and Never (1). Detailed results of the analysis are shown in Table 15:

**Table 15: How Often Headteachers Organize Mentorship Activities for Teachers and Teacher Performance in Public Primary Schools**

<b>How Often Headteachers Organize Mentorship Activities for Teachers (X3)</b>	<b>How Often Teachers Cover Syllabus in Time</b>	<b>2023 KCPE Results</b>
1	2	214
2	3	378
5	5	381
2	3	280
2	2	348
1	2	389
1	1	409
3	4	298
5	3	309
1	1	235
2	1	299
2	4	397
1	2	267
4	5	345
2	4	367
3	5	376

**Source: Field data (2025)**

Table 15 illustrates a clear relationship between the frequency with which headteachers organize mentorship programs for their teaching staff and the rate at which teachers complete the syllabus on time. It also shows a corresponding improvement in students' academic performance in the Kenya Certificate of Primary Education (KCPE). This implies that regular mentorship sessions play a vital role in enhancing teaching efficiency and student outcomes. Such programs serve as valuable platforms for professional development, allowing teachers to acquire up-to-date instructional strategies, effective time management skills, and deeper subject matter expertise.

Mentorship activities foster an environment where teachers can engage in collaborative learning, share experiences, and adopt best practices from their peers. This exchange of ideas contributes significantly to improved teaching methods and better management of classroom dynamics. As teachers continue to benefit from these mentorship sessions, their confidence in fulfilling curriculum requirements grows, and they become more

adept at delivering lessons within the designated timeframes. Moreover, consistent mentorship support ensures that teachers are well-prepared to design lesson plans that comprehensively cover the curriculum. This helps in minimizing content gaps and enhances the overall quality of teaching. In turn, students benefit from well-structured lessons, leading to better comprehension, retention, and academic achievement. The improvement in student performance, as reflected in KCPE results, can be attributed to this enhanced instructional delivery. In summary, the findings emphasize the significance of ongoing mentorship in supporting teachers' professional growth and its positive impact on both syllabus coverage and learner performance. The data presented in Table 15 were further analyzed using Pearson's Product Moment Correlation Test, and the findings from this statistical analysis are displayed in Table 16:

**Table 16: Relationship between How Often Headteachers Organize Mentorship Activities for Teachers and Teacher Performance in Public Primary Schools**

		<b>X3</b>	<b>A</b>	<b>B</b>
<b>X3</b>	Pearson Correlation	1	.542*	.595*
	Sig. (2-tailed)		.017	.040
	N	16	16	16
<b>A</b>	Pearson Correlation	.542*	1	.808
	Sig. (2-tailed)	.017		.098
	N	16	16	16
<b>B</b>	Pearson Correlation	.595*	.808	1
	Sig. (2-tailed)	.040	.098	
	N	16	16	16

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

Key: **X3**- How Often Headteachers Organize Mentorship Activities for Teachers; **A**- How Often Teachers Cover Syllabus in Time and **B**-2023 KCPE Results

Table 16 indicates a significant correlation between the mentorship practices of headteachers and teacher performance in public primary schools. Specifically, increased frequency of mentorship activities organized by headteachers is associated with more timely syllabus coverage by teachers and improved student performance in the KCPE exams ( $r(16) = 0.542$  and  $0.595$ ;  $p = 0.017$  and  $0.040$  at  $\alpha = 0.05$ ).

These findings reinforce the idea that headteachers who actively mentor their staff foster an environment of support, collaboration, and professional development, which positively influences the quality of instruction. Effective mentorship extends beyond mere supervision. It includes providing regular feedback, crafting individualized development plans, and nurturing a culture of open communication. When headteachers demonstrate a strong commitment to the professional growth of their teachers, it boosts teacher morale and enhances instructional competencies, which consequently leads to improved learner outcomes.

Teachers who receive mentorship from their headteachers tend to feel more empowered and motivated to apply innovative teaching strategies and manage classroom dynamics more efficiently. Moreover, mentoring keeps teachers updated on current educational trends and research, promoting ongoing professional development. Additionally, mentorship approaches that emphasize trust, encouragement, and skill-building contribute to a positive school culture. In such an environment, teachers are more likely to meet performance standards and support the school's overall success. In summary, headteachers' mentorship plays a critical role in developing high-performing educators and advancing academic achievement in primary education.

#### **4.6.2 Thematic Analysis**

In contrast to some perceptions, headteachers interviewed contested the claim that mentorship workshops are infrequently organized. For example, Headteacher H4 noted:

*In my primary school, despite limited resources, I consistently plan and organize mentorship workshops for teachers. These programs offer a platform for teachers to share experiences and challenges, manage students effectively, participate in team-teaching—especially for new staff—and adopt new teaching strategies. As a result, teacher performance in my school has significantly improved*

Although these perspectives differ, the findings collectively emphasize the importance of teacher mentorship activities.

In alignment with the quantitative results, these qualitative insights reaffirm that headteachers' mentorship efforts significantly enhance teaching quality, strengthen teacher performance, and contribute to a productive learning environment. Nevertheless, despite the clear advantages of such programs, it remains evident that many headteachers in public primary schools struggle to implement consistent and structured mentorship initiatives.

#### **4.7 Headteachers' Instructional Supervision Practices and Teacher Performance in Public Primary Schools**

The research further investigated the influence of the instructional supervision of headteachers on teacher practice in Kenyan public primary schools. Data were collected descriptively from teachers, thereafter ordered and synthesized into major themes. The results are presented in Table 17;



**Table 17: Teachers' Views on the Influence of Headteachers' Instructional Supervision Practices on Teacher Performance in Public Primary Schools**

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Headteachers usually supervise the teaching methods teachers use to improve teacher performance	55.4	14.4	5.8	16.5	7.9
To ensure teacher performance, headteachers frequently assess whether teachers prepare professional documents such as schemes of work and lesson plans	59.7	7.2	3.6	26.6	2.9
As a way of improving teachers' performance, headteachers usually supervise teachers' class attendance	53.2	8.6	4.3	21.6	12.3
Headteachers usually assess how teachers relate with parents and colleagues as a way of improving teacher performance	51.8	13.7	3.6	27.3	3.6
Teacher performance in public primary schools has not improved despite headteachers' supervision	39.6	9.4	6.6	40.6	3.8

**Source: Field Data (2025)**

As presented in Table 17, the study indicates that 128 teachers, representing 55.4% of the respondents, strongly agreed that headteachers frequently oversee the instructional strategies employed by teachers in order to enhance teaching effectiveness. In contrast, only 18 teachers, or 7.9%, strongly disagreed with this assertion. The data underscores the notion that instructional supervision is viewed by many educators as an integral part of leadership aimed at improving teacher performance. Also, it came out that a significant percentage of teachers, 138 teachers (representing 59.7%), strongly agreed that the headteachers regularly check whether teachers are diligently preparing professional pedagogic documents such as lesson plans and schemes of work. These documents are considered essential in evaluating teacher readiness and instructional delivery.

A minimal number, only 7 teachers (2.9%), expressed strong disagreement with this practice, indicating general consensus on its importance. Furthermore, the study showed that 123 teachers (53.2%) were in strong agreement with the claim that headteachers typically supervise teacher attendance in class as a means of ensuring consistent instruction. This form of oversight is perceived as a strategy to maintain regularity and continuity in teaching, which can contribute to improved learning outcomes. Conversely, 28 teachers (12.3%) strongly disagreed, possibly pointing to differences in how such supervision is conducted across schools.

Another key area investigated was the interaction between teachers and their stakeholders. A majority of teachers, 120 (51.8%), strongly agreed that headteachers regularly evaluate how teachers engage with both parents and fellow staff members. These interactions are seen as contributing factors to teacher performance by fostering communication and collaboration. Only 8 teachers (3.6%) were strongly opposed to this idea, indicating that most respondents value such relational assessments as part of effective instructional leadership. But what we need to remember here is that fewer teachers, 91 (39.6%), strongly agreed that teacher performance in public primary schools has not improved despite the existence of the supervisory role performed by the headteacher. Such perception indicates the existence of a misalignment between supervisory activities and improved teacher practices. Only a limited number, 9 teachers (3.8%), strongly disagreed, reflecting varying experiences or expectations among teachers.

Generally, such results reiterate the significance of the role of the headteachers to offer instruction as a necessary condition to enable higher academic achievement levels are reached. The evidence supports conclusions drawn from previous studies such as that of Smith (2018), who highlighted the significance of headteachers routinely evaluating the

teaching techniques used in classrooms. According to Smith, such supervision is not merely procedural but serves to identify gaps where professional development may be necessary, thus leading to enhanced teaching practices. Smith (2018) further emphasized that direct observation of classroom instruction enables school leaders to pinpoint areas in which educators may require further training or support. This aligns with the current study's findings, which also highlight the importance of professional documentation—namely, schemes of work and lesson plans—as part of the headteacher's oversight role. These documents are considered markers of professionalism and reflect an organized approach to teaching.

Robinson (2020) echoed this sentiment, arguing that the regular preparation of these instructional documents signals teacher preparedness and contributes to a more structured teaching process. Nonetheless, Robinson also warned that simply having these documents in place does not necessarily guarantee improved educational outcomes. This viewpoint is supported by Ngugi (2017), who noted that, in some instances, teachers may prepare lesson plans merely to meet administrative expectations rather than to genuinely enhance instructional quality. Beyond supervision of teaching methods and documentation, the study also found that headteachers commonly monitor teacher attendance in classrooms.

Regular class attendance is essential because it ensures consistent instructional delivery, allowing students to benefit from stable and predictable teaching. The role of the headteacher in this area is viewed as a proactive effort to reduce absenteeism and maintain teaching standards. Another dimension of instructional leadership explored in the study was how teachers relate with parents and colleagues. These interpersonal relationships were found to be another area commonly supervised by headteachers, with the aim of fostering a collegial and supportive school environment.

Pereira (2018) supports this idea, noting that constructive relationships among staff and with parents are key to nurturing professional development and improving teaching effectiveness. However, the impact of such efforts may be limited if the school leadership fails to establish a culture of open communication. Bermudez (2020) found that many teachers face challenges in building collaborative relationships in schools where headteachers do not actively promote a communicative atmosphere. As such, the benefits of supervising teacher interactions may be undermined in environments lacking mutual trust and transparency.

Despite the various methods employed by headteachers to enhance teacher performance, consistent improvements have not always been realized in public primary schools. Research conducted by Smith and Jackson (2022) revealed that, even with active supervision, teacher performance remained subpar in numerous institutions. This finding suggests that while supervision is a critical component of instructional leadership, it is not a standalone solution for enhancing educational outcomes. Several possible explanations have been offered for this lack of significant improvement in teacher performance. These include inadequate follow-up after supervision activities, limited opportunities for professional development, and the presence of external challenges such as poor infrastructure or heavy workloads.

Therefore, it becomes apparent that instructional supervision must be accompanied by systemic reforms and sustained support in order to yield lasting improvements in teacher performance. The findings reaffirm the essential role of headteachers as instructional leaders. Their involvement in key areas such as curriculum planning, mentoring, and fostering a collaborative school culture has been shown to influence student learning outcomes positively. Headteachers who actively engage with their teaching staff, provide timely feedback, and encourage continual growth help cultivate a

productive educational environment. Moreover, effective instructional leadership contributes to a culture of accountability among teachers, increased student engagement, and a focus on high-impact teaching strategies. Although not always implemented consistently, when such leadership is exercised properly, it has the potential to drive significant academic progress within schools. It becomes evident, then, that for schools to succeed in boosting academic performance, instructional leadership must be prioritized and systematically carried out.

#### **4.7.1 Inferential Analysis**

In order to establish the degree to which the practice of instructional supervision by the headteachers affects teachers' work, data were obtained from 16 such headteachers of the sampled public primary schools. Data collected were the frequency with which these headteachers practice instructional supervision (a five-point scale: Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, and Never = 1), the frequency with which the teachers cover the syllabus at the stipulated time, and the students' academic achievement during the 2023 KCPE. Results are presented in Table 18:

**Table 18: How Often Headteachers Undertake Instructional Supervision and Teacher Performance in Public Primary Schools**

<b>How Often Headteachers Undertake Instructional Supervision (X4)</b>	<b>How Often Teachers Cover Syllabus in Time</b>	<b>2023 KCPE Results</b>
2	2	214
2	3	378
3	5	381
2	3	280
1	2	348
2	2	389
1	1	409
4	4	298
3	3	309
1	1	235
2	1	299
3	4	397
4	2	267
4	5	345
4	4	367
3	5	376

**Source: Field data (2025)**

Table 18 highlights that headteachers who regularly conduct instructional supervision tend to have teachers who complete the syllabus on time and achieve better student performance in KCPE. This suggests that ongoing supervision equips headteachers with the ability to oversee instructional practices, identify obstacles encountered by teachers, and implement timely solutions to improve teaching and learning quality. Through consistent classroom observation, headteachers can give valuable feedback and ensure that educators follow the curriculum as planned.

This proactive approach supports thorough syllabus coverage and helps avoid delays that could negatively affect students' readiness for exams. Furthermore, when instructional supervision is a routine practice, it fosters a culture of accountability among teachers. This, in turn, motivates them to maintain effective teaching practices and remain aligned with curriculum expectations.

Regular supervision also facilitates early detection of learning difficulties among students. As a result, teachers are better positioned to adjust their instructional methods to reach the various needs of their learners, leading to improved student engagement and comprehension. Such targeted interventions not only enhance the teaching process but also directly contribute to improved academic outcomes. The structured and focused learning environment created through effective supervision supports higher student achievement, which is evident in the improved KCPE scores. Ultimately, headteachers who place a strong emphasis on instructional supervision play a vital part in ensuring both teaching quality and academic standards are upheld. To assess these relationships, data from Table 18 were analyzed using Pearson’s Product Moment Correlation Test, with the findings presented in Table 19:

**Table 19: Relationship between How Often Headteachers Undertake Instructional Supervision and Teacher Performance in Public Primary Schools**

		<b>X4</b>	<b>A</b>	<b>B</b>
<b>X4</b>	Pearson Correlation	1	.509*	.534*
	Sig. (2-tailed)		.029	.037
	N	16	16	16
<b>A</b>	Pearson Correlation	.509*	1	.808
	Sig. (2-tailed)	.029		.098
	N	16	16	16
<b>B</b>	Pearson Correlation	.534*	.808	1
	Sig. (2-tailed)	.037	.098	
	N	16	16	16

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

Key: **X4**- How Often Headteachers Undertake Instructional Supervision; **A**- How Often Teachers Cover Syllabus in Time and **B**-2023 KCPE Results

Table 19 shows a strong correlation between teacher performance and headteachers’ practices of instructional supervision in public primary schools. For instance, higher frequency of instructional supervision reflects higher consistency of teachers’ coverage of the syllabus and better academic achievement of the students in the KCPE. The correlation coefficients ( $r(16) = 0.509$  and  $0.534$  at  $p = 0.029$  and  $0.037$ , respectively, at

$\alpha = 0.05$ ) demonstrate that as headteachers intensify their instructional supervision, teachers are more likely to complete the syllabus on time. This timely coverage ensures that learners are exposed to the full curriculum, thereby enhancing their academic readiness for national assessments like the KCPE. Regular instructional supervision enables headteachers to monitor classroom practices, provide necessary support, and identify areas where teachers may require further resources or professional development. Through this ongoing engagement, headteachers can address instructional gaps or challenges early enough to prevent delays in syllabus implementation. Moreover, teachers benefit from the feedback they receive during these supervisory sessions, which helps them refine their teaching techniques and improve the effectiveness of lesson delivery.

Efficient syllabus coverage, influenced by structured supervision, allows students to fully engage with key learning areas, ultimately improving their understanding and performance. The observed correlation affirms that headteachers who consistently implement instructional supervision strategies contribute positively to both teaching quality and student achievement. This underscores the critical role of school leadership in ensuring educational success. By guiding and supporting teachers, headteachers play a pivotal role in promoting academic excellence and preparing learners for important evaluations such as the KCPE.

#### **4.7.2 Thematic Analysis**

During the interviews, headteachers reported that they consistently carry out instructional supervision of teachers. Headteacher, H5, explained:

*I frequently observe the mode of delivery used by teachers at my school, see if they are writing professional documents like schemes of work and lesson plans, mark their attendance in class, and how they relate with the parents and other members of staff*

In line with the quantitative data, these qualitative insights highlight the significance of instructional supervision by headteachers in enhancing academic performance. They suggest that effective supervision helps maintain teaching standards and offers teachers the support needed to deliver high-quality instruction. As instructional leaders, headteachers play a crucial role in observing classroom practices, giving constructive feedback, and cultivating a professional growth-oriented environment. Their active engagement in the instructional process has a direct impact on the value of education students receive, leading to improved academic achievement.

By reviewing lesson plans, evaluating teaching techniques, and facilitating professional development, headteachers ensure instructional practices remain impactful and relevant. Their involvement also helps in pinpointing and addressing instructional weaknesses, thereby improving students' understanding of key subjects. Furthermore, the participation of headteachers promotes a culture of accountability, which boosts teacher motivation and dedication to academic success. These combined findings confirm that instructional supervision is essential, as it enables the identification and sharing of effective practices among teachers, ultimately elevating the overall quality of education.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter contains a summary of the major research work, conclusion, recommendations, and the areas for future work, which are consistent with the aims of the study.

#### 5.1 Summary of Research Findings

This section contains a summary of the findings depending on the study targets, which were to investigate the condition of teachers' performance at the public primary schools, and to discuss how the practices of the headteachers in motivation, appraisal of performance, mentoring, and instruction supervisions shape teachers' performance at these schools.

##### 5.1.1. Status of Teacher Performance in Public Primary Schools

The study found that the majority of teachers don't finish the syllabus, which has a negative impact on the learners' academic achievement in the KCPE. Insufficient coverage of the syllabus restricts revision time for the pupils, which prevents proper preparation. Furthermore, the study found that academic achievement by learners in the Kitui Central Sub-county has been continuously deteriorating.

##### 5.1.2 Headteachers' Motivation Practices and Teacher Performance in Public Primary Schools

Research found that the motivational strategies adopted by heads teachers are central to the improvement of teachers' performances. However, it was noted that many headteachers do not create a supportive or inspiring work environment. A lack of appreciation and encouragement contributes to teacher demotivation and disengagement, ultimately affecting syllabus coverage and overall performance.

When teachers feel unrecognized, their willingness to put in extra effort diminishes, reducing teaching effectiveness. Nevertheless, the study emphasized that headteachers play a crucial role in cultivating a positive workplace. Effective leadership—marked by open communication, encouragement, and support—boosts teacher morale and learner outcomes. In schools where headteachers actively provide feedback and promote professional development, teachers tend to be more motivated and efficient. Conversely, unmotivated teachers often struggle with student engagement and syllabus completion, leading to weaker academic results.

This was supported by Pearson Product Moment Correlation results ( $r(16) = 0.549$  and  $0.597$ ,  $p = 0.044$ ,  $0.028$ ,  $\alpha = 0.05$ ), indicating a strong relationship between headteachers' motivational efforts and teacher performance. Thus, even with existing systemic issues like large class sizes and resource constraints, motivated teachers are more committed to their duties and enhance learning outcomes.

### **5.1.3 Headteachers' Performance Appraisal Practices and Teacher Performance in Public Primary Schools**

Although performance appraisals are regularly conducted, the study found that these have not significantly improved teacher output in terms of syllabus completion or learner achievement. Often, appraisals are procedural rather than developmental, lacking detailed and actionable feedback. As a result, teachers do not receive sufficient guidance for instructional improvement. In many cases, appraisals are perceived as bureaucratic and disconnected from daily teaching realities. Additionally, limited access to professional development hinders teachers from addressing performance gaps identified during appraisals. Where follow-up support like mentoring or targeted training is absent, teacher improvement remains minimal. Furthermore, teachers are frequently left to manage classroom challenges such as student engagement and lesson

delivery without adequate support, affecting both instruction and learning outcomes. This was validated by correlation results ( $r = 0.613$  and  $0.584$ ,  $p = 0.030$  and  $0.047$ ,  $\alpha = 0.05$ ), highlighting that performance appraisals, when well-implemented, can positively influence teaching effectiveness.

#### **5.1.4 Headteachers' Mentorship Practices and Teacher Performance in Public Primary Schools**

This showed that mentorship is seldom prioritized by headteachers, which has contributed to underperformance among teachers, particularly in syllabus delivery and student outcomes. Many school leaders either neglect mentorship or lack the organizational capacity to implement effective programs. Mentorship is crucial for equipping teachers with guidance, resources, and professional support. In its absence, teachers often feel isolated and unsupported, which reduces their motivation and ability to meet instructional demands.

Without mentorship, many struggle with planning and lack updated teaching strategies, resulting in incomplete syllabus coverage and declining learner performance. Schools without strong mentorship programs were found to have teachers who felt undervalued, negatively impacting their job satisfaction and dedication. On the contrary, schools with structured mentorship reported better curriculum alignment and student achievement. This was confirmed by correlation analysis ( $r(16) = 0.542$  and  $0.595$ ,  $p = 0.017$  and  $0.040$ ,  $\alpha = 0.05$ ), affirming the positive relationship between mentorship and teacher performance.

#### **5.1.5 Headteachers' Instructional Supervision Practices and Teacher Performance in Public Primary Schools**

Instructional supervision by headteachers significantly affects learners' academic performance, particularly in the KCPE.

When headteachers are actively involved in supervising instruction, they reinforce curriculum adherence and foster a culture of continuous professional growth. The study highlighted that regular classroom observations, constructive feedback, and teacher development initiatives all contribute to higher teaching standards. Such practices allow headteachers to identify instructional challenges, recommend improvements, and encourage the adoption of effective teaching techniques. This leads to enhanced classroom management, improved pedagogy, and greater accountability, thereby benefiting learners.

Headteachers who track student progress and collaborate with teachers to implement targeted interventions tend to see improved KCPE outcomes. This data-driven supervision ensures teaching strategies are refined based on actual performance. A supportive environment created through supervision also motivates teachers to strive for excellence, which reflects positively in student achievement. The correlation analysis ( $r(16) = 0.509$  and  $0.534$ ,  $p = 0.029$  and  $0.037$ ,  $\alpha = 0.05$ ) supports the conclusion that instructional supervision is closely linked to teacher performance. Regular oversight ensures effective teaching, promotes professional growth, and ultimately leads to better academic results for learners.

## **5.2 Conclusions**

Drawing from the findings above, it was established that many teachers fail to complete the syllabus on time, which has led to poor pupil performance in KCPE. This situation has raised concerns regarding the effectiveness of headteachers' administrative approaches. While teacher motivation emerged as a crucial factor, the study found that the strategies employed by headteachers to motivate staff have not yielded the desired results. A common issue is the inability of many headteachers to foster a supportive and encouraging work environment, which adversely affects teacher commitment, job

satisfaction, and overall performance. Furthermore, although headteachers regularly conduct teacher performance appraisals, these efforts have not significantly enhanced teacher output in terms of syllabus completion or improved academic results among students. The study also revealed that headteachers seldom plan or implement structured mentorship programs for teachers, which has further contributed to low teacher performance and poor academic achievement in public primary schools. This shortfall is attributed either to a lack of prioritization or inadequate organizational skills on the part of the headteachers. But the research indicated that the activities of instructional supervision like observing the method of instruction, the study of professional documents, and teacher attendance have produced a moderately significant effect on coverage of the syllabus on time and learners' achievement.

### **5.3 Recommendations of the Study**

This section contains the study's recommendations with reference to practice, policy, and areas for future study.

#### **5.3.1 Recommendations for Practice**

The study proposes the following practical measures:

- i. Regarding motivation practices and teacher performance, the Ministry of Education allocate funds to support headteachers in effectively motivating teachers through monetary rewards and other incentive mechanisms.
- ii. Regarding performance appraisal practices and teacher performance, the Ministry of Education should continue training headteachers on how to conduct teacher appraisals using the TPAD tool as a means of enhancing pedagogical practices and boosting academic outcomes.

- iii. Regarding mentorship practices and teacher performance, the Ministry of Education should provide resources to support headteachers in organizing regular mentorship programs for teachers.
- iv. Regarding instructional supervision and teacher performance, headteachers should maintain their focus on instructional supervision activities, particularly those aimed at boosting academic performance in schools.

### **5.3.2 Recommendations for Policy**

The Ministry of Education must strengthen the ongoing professional development of school heads to help them better improve teacher work.

### **5.3.3 Recommendations for Further research**

- i. There should be a study to analyze how much the managerial experience of a headteacher contributes to the performance of teachers.
- ii. Further research could explore how a headteacher's attitude affects teacher performance.
- iii. A study should investigate how teachers' attitudes influence their own performance in schools.

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## APPENDICES

### APPENDIX I: LETTER OF INTRODUCTION

May 2025

Dear Sir/Madam,

#### RE: PERMISSION TO CARRY OUT RESEARCH

I am currently pursuing a Master of Education in Educational Administration, Leadership, and Management at Mount Kenya University. My research is focused on the topic: **The Influence of Headteachers' Administrative Practices on Teacher Performance in Public Primary Schools in Kitui Central Sub-county, Kitui County, Kenya.** You have been selected to participate in this study, and I kindly request your full involvement. Please be assured that all information provided will be used exclusively for academic purposes, and your identity will be kept strictly confidential. The findings of the study will be shared with you upon request.

Your support and cooperation will be greatly appreciated

Thank you in advance.

Yours faithfully,

Anna Susan Munyithya

## APPENDIX II

### INFORMED CONSENT FORM

Dear respondent,

The researcher is a Master's student in Education, specializing in Educational Administration, Leadership, and Management at Mount Kenya University. This study aims to explore how headteachers' administrative practices affect teacher performance in public primary schools within Kitui Central Sub-county, Kitui County, Kenya. Your cooperation and a few moments of your time are kindly requested, as you may be asked to answer some questions. Please be assured that your privacy and confidentiality will be strictly maintained—your name will not appear on any documents, and only the researcher will access the information you provide. Participation in this study is completely voluntary, and you may withdraw at any time before or during the process without any consequences. Kindly note that there will be no monetary compensation or services offered for participating in the research. If you are willing to take part in the study, please sign the consent form provided below.

#### Participant:

----- Code of Participant	----- Signature	----- Date
------------------------------	--------------------	---------------

#### Researcher:

----- Name of Researcher	----- Signature	----- Date
-----------------------------	--------------------	---------------

### APPENDIX III

#### QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

Dear respondent,

The researcher is a postgraduate student enrolled in the Master of Education program in Educational Administration, Leadership, and Management at Mount Kenya University.

The student is conducting a study titled: **"Influence of Headteachers' Administrative Practices on Teacher Performance in Public Primary Schools in Kitui Central Sub- County, Kitui County, Kenya."** All information provided will be kept confidential and will solely be used for academic purposes.

#### Section A: Demographic Information

*Instructions: Kindly tick the option that best applies to you and complete the required fields.*

1. Gender: Male [ ] Female [ ]
2. Highest Level of Education Achieved: Certificate [ ] Diploma [ ] Degree [ ]  
Postgraduate [ ]

#### Section B: Teacher Performance in Public Primary Schools

1. Using a scale of 1 to 3, how frequently do you complete your syllabus?  
Often (3) [ ]  
Rarely (2) [ ]  
Never (1) [ ]
2. Please indicate the academic performance of your school in KCPE over the past five years (2019–2023):

<b>Year of Examination</b>	<b>KCPE</b>
2019	
2020	
2021	
2022	
2023	

**Section C: Headteachers' Motivation Practices and Teacher Performance in Public Primary Schools**

1. How often, on a scale of 1-3, does your headteacher use the following motivation activities?

<b>Reward Practices</b>	<b>Very Often (3)</b>	<b>Rarely (2)</b>	<b>Never (1)</b>
Recognizing efforts of teachers to undertake delegated tasks			
Appreciating teachers whenever they attend school regularly, work hard and register good grades in examination			
Acknowledging students who ensure that students excel in academic and co-curricular activities			
Provision of material rewards			

2. Rate how much you agree with the following statements about the impact of your headteacher's motivation practices on your performance

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

No	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My headteacher rarely identifies teaching staff to be motivated as a way of improving my performance					
2	In my school, performance is low since school headteacher rarely identifies hard-working members of non-teaching staff to be motivated					
3	My school headteacher usually sets standards to be met in order for any staff member to be motivated					
4	Forms of motivation deigned by my school headteacher have not encouraged me to work hard and improve performance					
5	In my primary school, material and social rewards are usually used by my headteacher as form of motivation					

#### Section D: Headteachers' Performance Appraisal Practices and Teacher

##### Performance in Public Primary Schools

1. Please, rate how often your headteacher appraises your performance on the following aspects

Teachers' Aspects	VO	O	S	R	N
Time management					
Co-curricular activities					
Maintaining learner discipline					
Ensuring learner safety in the classroom					
Classroom management					

Key: VO-Very Often O: Often S: Sometimes R: Rarely N: Never

2. Indicate the degree to which you agree with the following statements regarding how the headteacher's performance appraisal practices affect your performance at school.

Test Items	SA	A	U	D	SD
	5	4	3	2	1
My headteacher usually appraises my time management skills as a way of improving my performance in school					
My performance has improved owing to the appraisal of my participation in co-curricular activities					
My headteacher usually appraises my ability to maintain learner discipline in school to improve my performance					
In my primary school, the headteacher rarely appraises my ability to ensure learner safety classroom					
In my school, my classroom management skills are not appraised by headteacher to improve my performance					

**Section E: Headteachers' Mentorship Practices and Teacher Performance in Public Primary Schools**

- Using a scale from 1 to 5, indicate how frequently your headteacher engages in the following mentorship activities at your primary school.

Mentorship Activities	Very Often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
Undertaking teacher counselling activities					
Organizing mentorship programmes for teachers					
Organizing team building sessions for teachers					

- Indicate how strongly you agree or disagree with the following statements regarding the impact of headteachers' mentorship practices on your performance in primary school.

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my primary school, the headteacher undertakes counselling activities as a way of improving their performance					
2	In my primary school, the headteacher plans and organizes mentorship activities for teachers to improve their performance					
3	In my primary school, team building sessions have often been organized by the headteacher to learner new teaching methods and improve performance					
4	My headteacher rarely organizes mentorship programmes for teachers as a way of encouraging us to learn how to cover syllabus in time for better performance					
5	My headteacher has often organized mentorship programmes for us to share ideas on how to improve performance					

#### Section D: Headteachers' Instructional Supervision Practices and Teacher Performance in Public Primary Schools

1. Please, rate how often your headteacher supervises the following aspects in your primary school

Teachers' Aspects	VO	O	S	R	N
Teaching methods					
Professional documents					
Teachers' class attendance					
Teachers' relations with parents and colleagues					

Key: VO-Very Often O: Often S: Sometimes R: Rarely N: Never

2. Indicate the degree to which you agree with the following statements regarding how teacher supervision practices affect teacher performance in your primary school.

Test Items	SA	A	U	D	SD
	5	4	3	2	1
My headteacher usually supervises the teaching methods I use to improve teacher performance in my primary school					
To ensure teacher performance, my headteacher frequently assesses whether I prepare professional documents such as schemes of work and lesson plans in my school					
As a way of improving my performance, my primary school headteacher usually supervises my class attendance					
My headteacher usually assesses how I relate with parents and colleagues as a way of improving teacher performance					
Teacher performance in my primary school has not improved despite headteacher's supervision					

Thank you,

Anna Susan Munyiya



Mount Kenya University

**APPENDIX IV**  
**INTERVIEW GUIDE FOR HEADTEACHERS**

Dear respondent,

**Section A: Background Information**

1. Gender:.....
2. What is the highest academic qualification you have obtained?  
.....

**Section B: Teacher Performance in Public Primary Schools**

1. How often do teachers at your school manage to cover the entire syllabus?  
.....
2. How has your school performed in the KCPE examinations over the last five years (2019–2023)?  
.....

**Section C: Headteachers' Motivation Practices and Teacher Performance**

1. How frequently do you provide rewards or incentives to teachers in your school?  
.....
2. In what ways have your motivation strategies affected teacher performance in your school?  
.....  
.....

**Section D: Headteachers' Appraisal Practices and on Teacher Performance**

1. How frequently are teacher performance evaluations carried out at your school?  
.....
2. How significantly have your evaluation methods influenced teacher performance at your school?  
.....

**Section E: Headteachers' Mentorship Practices and Teacher Performance**

1. How often do you arrange mentorship programs for teachers in your school?

.....

2. To what extent have your mentorship efforts enhanced teacher performance in your school?

.....

.....

**Section F: Headteachers' Instructional Supervision and Teacher Performance**

1. How frequently do you carry out instructional supervision of teachers in your school?

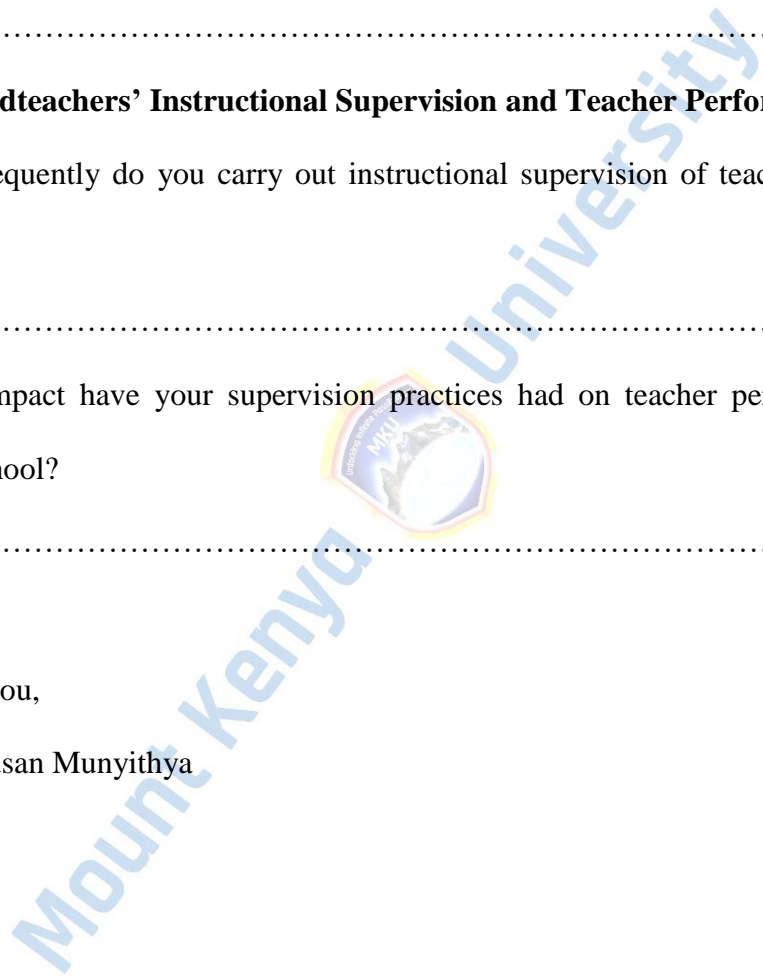
.....

2. What impact have your supervision practices had on teacher performance in your school?

.....

Thank you,

Anna Susan Munyithya



## APPENDIX V

### ETHICAL CLEARANCE FROM MOUNT KENYA UNIVERSITY



REF: MKU/ISERC/5080

Date: 13 May 2025

TO: ANNA SUSAN MUNYITHYA

REG: MED/2023/57681

Dear Sir/Madam,

**RE: INFLUENCE OF HEADTEACHERS' ADMINISTRATIVE PRACTICES ON TEACHER PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KITUI CENTRAL SUB-COUNTY, KITUI COUNTY, KENYA**

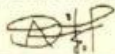
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3802**. The approval period is **13/05/2025 - 12/05/2026**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,



**Dr. Alfred Owino, PhD**  
Chairman, Mount Kenya University ISERC



**APPENDIX VI**  
**INTRODUCTION LETTER FROM THE SCHOOL OF POSTGRADUATE  
STUDIES OF MOUNT KENYA UNIVERSITY**



**DIRECTORATE OF GRADUATE STUDIES**

---

MED/2023/57681

15<sup>th</sup> May, 2025

*National Commission for Science Technology & Innovation (NACOSTI)*  
*Off Waiyaki, Upper Kabete*  
*P.O Box 30623- 00100*  
*NAIROBI, KENYA*

Dear Sir/Madam,

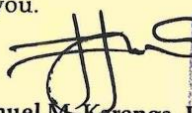
**RE: ANNA SUSAN MUNYITHYA - REGISTRATION NO. MED/2023/57681**

The purpose of this letter is to introduce the above named student who is pursuing Master of Education in the Department of Educational Management and Curriculum Studies in the School of Education.

The title of the research is "Influence of Headteachers' Administrative Practices on Teacher Performance in Public Primary Schools in Kitui Central Sub - County, Kitui County, Kenya." It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between May, 2025 and July, 2025.

Any assistance accorded to the student will be highly appreciated.

Thank you.

  
Dr. Samuel M. Karenga, Ph.D.  
**Director, Graduate Studies**  
Enc.



APPENDIX VII

AUTHORIZATION LETTER FROM NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION, NACOSTI

  
REPUBLIC OF KENYA

  
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **605834** Date of Issue: **08/June/2025**

**RESEARCH LICENSE**



**This is to Certify that Ms. ANNA MUNYITHYA SUSAN of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kitui on the topic: INFLUENCE OF HEADTEACHERS' ADMINISTRATIVE PRACTICES ON TEACHER PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KITUI CENTRAL SUB-COUNTY, KITUI COUNTY, KENYA for the period ending : 08/June/2026.**

License No: **NACOSTI/P/25/4174356**

**605834**  
Applicant Identification Number

  
Deputy Director  
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

**APPENDIX VIII**

**RESEARCH AUTHORIZATION LETTER FROM COUNTY COMMISSIONER,  
KITUI**



**THE PRESIDENCY  
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION,  
STATE DEPARTMENT FOR INTERNAL SECURITY AND NATIONAL  
ADMINISTRATION**

Telegrams "DC" Kit  
Telephone 22004/22010  
Fax - 04444 23260  
Email - [dckitui@yahoo.com](mailto:dckitui@yahoo.com)

DEPUTY COUNTY COMMISSIONER,  
KITUI CENTRAL  
P. O. BOX 1,  
**KITUI**

Ref No. K.1526/VI/54


12<sup>th</sup> June 2025

Ann Munyithya Susan  
Mt. Kenya University  
P.O. Box 342-00100,  
**THIKA**

**RE: RESEARCH AUTHORIZATION**

Reference is made to a letter from the National Commission for Science, Technology and Innovation Ref No. 605834 dated 8<sup>th</sup> June 2025 on the above subject matter.

You are hereby authorized to carry out research on topic "**INFLUENCE OF HEADTEACHERS' ADMINISTRATIVE PRACTICES ON TEACHER PERFORMANCE IN PUBLIC PRIMARY SCHOOLS**" IN KITUI CENTRAL SUBCOUNTY, KITUI COUNTY, KENYA for the period ending 8<sup>th</sup> June 2026

  
DORCAS RONO  
DEPUTY COUNTY COMMISSIONER,  
**KITUI CENTRAL SUB COUNTY**

**APPENDIX IX**

**RESEARCH AUTHORIZATION LETTER FROM COUNTY DIRECTOR OF  
EDUCATION, KITUI**

**MINISTRY OF EDUCATION  
State Department of Early Learning and Basic Education**

Telegrams " EDUCATION " Kitui  
Telephone: Kitui 22759  
Fax: 04444-22103  
E-mail: [kituicentraldeo@yahoo.com](mailto:kituicentraldeo@yahoo.com)  
When replying please quote,  
Ref. NO. KTH



**REPUBLIC OF KENYA**

**SUB-COUNTY DIRECTOR OF EDUCATION  
P.O BOX 35-90200  
KITUI**

**DATE: 9<sup>TH</sup>/06/2025**

**RE: INFLUENCE OF HEADTEACHERS' ADMINISTRATIVE PRACTICES  
ON TEACHER PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN  
KITUI CENTRAL SUB- COUNTY KITUI COUNTY KENYA FOR THE  
PERIOD ENDING 8<sup>TH</sup> JUNE 2026.**

The above subject matter refers.

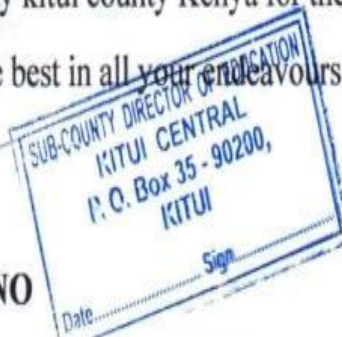
You are hereby authorized to carry out the research on "influence of head teachers' administrative practices on teacher performance in public primary schools in kitui central sub county kitui county Kenya for the period of ending 8<sup>th</sup> June 2026

I wish you all the best in all your endeavours as you make your research in kitui central.

**MARY S. SHANO**

**SUB COUNTY DIRECTOR OF EDUCATION**

**KITUI CENTRAL**





# APPENDIX XI

## SIMILARITY INDEX REPORT

### ANNA SUSAN MUNYITHYA

#### INFLUENCE OF HEADTEACHERS' ADMINISTRATIVE PRACTICES ON TEACHER PERFORMANCE IN PUBLIC PRIMA...

 Mount Kenya University

#### Document Details

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File Name  
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# SIMILARITY INDEX REPORT




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Matches with in-text citation present, but no quotation marks

## Top Sources

- 13% Internet sources
- 4% Publications
- 0% Submitted works (Student Papers)

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8	Internet	ajernet.net	<1%
9	Internet	repository.kyu.ac.ke	<1%
10	Internet	erepository.uonbi.ac.ke	<1%