INFLUENCE OF HEADS OF INSTITUTIONS' INSTRUCTIONAL LEADERSHIP PRACTICES ON TEACHERS' WORK PERFORMANCE IN PUBLIC COMPREHENSIVE SCHOOLS IN NAKURU COUNTY, KENYA

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DECLARATION AND APPROVAL

Declaration by Student

This thesis is my original work and has never been presented for any academic award in any institution.

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DEDICATION

I dedicate this work to my husband James and children Richard, Martha and Bridget for their support, prayers and encouragement which have kept me going.

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ABSTRACT

School systems effectiveness is largely a function of heads of institutions' instructional leadership practices and teachers' work performance. In realizing quality of education as envisaged in Kenya's Vision 2030 and the fourth Sustainable Development Goal, the heads of institutions are expected to embrace appropriate instructional leadership practices. Recent reports on education in Kenya raises concerns with regard to teachers' work performance in respect to pedagogical knowledge, skills and practices in the classroom. The purpose of this study was to assess the influence of heads of institutions' instructional leadership practices on teachers' work performance in public comprehensive schools in Nakuru County, Kenya. The study objectives were: to establish the influence of instructional resource allocation by heads of institutions on teachers' work performance; to examine the influence of instructional supervision by heads of institutions on teachers' work performance; to establish the influence of facilitation of professional development opportunities by heads of institutions on teachers' work performance; and to determine the influence of facilitation of incentives by heads of institutions on teachers' work performance in public comprehensive schools in Nakuru County, Kenya. Hallinger and Murphy's (1985) Model of Instructional Leadership and Campbell et al.'s (1993) Theory of Job Performance informed the study. The study used mixed methods research approach, and adopted the convergent parallel design. Quantitative and qualitative research was conducted simultaneously in a single phase to collect and analyze data. The target population comprised 57800 pupils, 7741 teachers and 680 heads of institutions from 680 schools together with 11 QASOs. A sample of 68 comprehensive schools were selected through cluster sampling technique, 60 pupils were selected through simple random sampling, while 329 teachers, 68 heads of institutions and 9 QASOs were selected purposively. The study used a total sample of 466 respondents. The study employed focus group discussion guide for pupils, questionnaire for teachers, interview schedule for heads of institutions and QASOs and document analysis checklist. A pilot study of the instruments was conducted in 7 public comprehensive schools in Baringo County with a sample size of 6 pupils, 35 teachers, 7 heads of institutions and 1 QASO. Quantitative data obtained from the questionnaire utilized descriptive and inferential statistics. Frequency counts and percentages described the data. Inferential statistics used were Spearman rank correlation and regression analysis. The hypotheses were tested at 0.05 level of significance with the aid of Statistical Package for Social Sciences (SPSS) version 25. The findings were presented as frequencies and percentages in tables. Qualitative data were analyzed thematically and presented in narrative forms. The study established that instructional resource allocation and instructional supervision by heads of institutions had a statistically significant influence on teachers' work performance. Facilitation of professional development opportunities and incentives had no statistically significant influence on teachers' work performance in public comprehensive schools. The study concluded that heads of institutions' instructional leadership practices had an influence on teachers' work performance in public comprehensive schools in Nakuru County.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIR	American Institute for Research
ASER	Annual Status of Education Report
BOM	Board of Management
CORT	Code of Regulation for Teachers
CSO	Curriculum Support Officer
FGD	Focus Group Discussions
ICT	Information and Communication Technology
INEE	Inter- agency Network for Education in Emergencies
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institute
KNEC	Kenya National Examination Council
MOEST	Ministry of Education Science and Technology
NCOEP	National Committee on Education Policies
PA	Parents' Association
QASO	Quality Assurance and Standards Officer
SACMEQ	Southern and Eastern Africa Consortium for Monitoring, Educational Quality
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
TOYA	Teacher of the Year Award
TPAD	Teacher Performance Appraisal and Development
WDR	World Development Repo

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Beginning with some background information that emphasizes how important teachers' job performance is in providing excellent education and accomplishing institutional objectives, this chapter gives a thorough review of the research. It stresses the significance of backing from school administrators in making classrooms more welcoming and improving curriculum execution. Teachers' effectiveness in Nakuru County, Kenya, is impacted by the instructional leadership of school principals, as outlined in this chapter's issue statement. The study's rationale, assumptions, purpose, goals, hypotheses, scope, constraints, and delimitations provide the groundwork for an investigation of the effects of instructional leadership techniques on student achievement in public comprehensive schools. To wrap up the research and make sure everyone understands it, important words are explained.

1.1 Background to the Study

Teachers' work performance is crucial for delivering quality education and achieving institutional goals (Stronge, Grant & Xu, 2021; Manguilimotan, Capuno & Espina, 2021). Effective teachers enhance proficiency and numeracy in public comprehensive schools, foundational for future education and job search. Heads of institutions support teachers by creating a conducive learning environment, fostering advanced curriculum use, and engaging learners in complex problem-solving (Andriani, Kesumawati & Kristiawan, 2018). The TPAD tool by the TSC (2018) strengthens school systems by monitoring teachers' performance. Instructional leadership, starting in the 19th century, significantly

influences teacher performance and student outcomes (Ng, 2019; Day & Sammons, 2014; Chiedozie & Akinfolarin, 2017). Effective instructional leadership helps schools stay focused on goals, supporting both teachers and students to maximize their potential (Allen et al., 2015; Hallinger et al., 2015; Mestry, 2017).

Research shows that heads of institutions as instructional leaders are vital for high teacher work performance (Glanz et al., 2017). Effective leadership includes guiding teachers to achieve high student outcomes, creating a supportive environment, allocating resources, and fostering collegial relationships for instructional improvement (Glanz & Zepeda, 2016; Onuma, 2016, as cited in Chiedozie & Akinfolarin, 2017). Studies in England, Israel, Pakistan and in the Czech Republic, observed that planning staff development activities was the major method of improving instruction in many secondary schools. They also concluded that heads of institutions' instructional leadership practices influence teaching practices of the teachers (Sedova et al. 2016; Nooruddin & Bhamani, 2019; Aquino, Afalla & Fabelico, 2021; Glanz et al., 2017; Kalim & Bibi, 2024). McGhee and Stark (2021) found that teachers' perceptions of instructional leadership positively impact their performance and motivation. These findings highlight the need to explore the impact of instructional leadership, professional development opportunities, and incentives in Nakuru County, Kenya.

Additionally, studies highlight the importance of non-monetary incentives in creating an enabling work environment and boosting teacher morale (Warrah et al., 2018). Other researchers argue that financial incentives are more impactful in significantly improving teacher performance and retention (Jones & Herzberg, 2015; Smith, 2016). In Nigeria, Olufemi, Adediran, and Oyediran (2018) found that students' poor academic performance was due to low teacher performance, exacerbated by

unfavorable working conditions and resource inadequacy. This negatively impacted instructional leadership quality in public schools, affecting student attitudes and values. However, Oluwadare (2011) revealed that principals' instructional competencies significantly influenced teachers' performance (Kariuki, 2018). In Ghana, Bimpeh (2012) linked poor student performance to teachers' negative attitudes and poor inspiration. In South Africa, Phillips (2012) noted the rare practice of instructional leadership, affecting teacher performance (Nkoroi, 2017). In Uganda, Buregeya (2011) found that principals' instructional supervision positively influenced teacher performance, though global supervision has declined. The World Bank (2010) highlighted Tanzanian teachers' minimal classroom engagement and rote teaching methods. This study aims to address these issues in Nakuru County, Kenya.

One common way that teachers in Kenya are evaluated is by looking at how well their kids do in school. Noting the efficacy of ICT-based instruction, Muema et al. (2018) discovered a favorable link between pedagogical approaches and students' mathematical performance. Students' KCSE scores were favorably affected by instructional materials, teacher competence, classroom environment, and supervisorial responsibilities (Musyoka, 2018). Only one out of ten instructors in South and Eastern Africa had the bare minimum of pedagogical expertise, according to a 2018 study from the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ), which in turn led to subpar student results. According to a research by the World Bank (2012), many pupils do not acquire necessary skills because of high rates of teacher absenteeism and ineffective teaching methods (Bold et al., 2017; UNESCO, 2013; ASER, 2013; Uwezo Kenya, 2016). The purpose of this research is to determine whether instructional leadership techniques of school principals in public comprehensive schools in Nakuru County have an effect on teachers' effectiveness in the

classroom.The performance of Nakuru County in KCPE examinations varied significantly, with sub-counties like Njoro, Kuresoi South, and Naivasha outperforming others such as Subukia, Rongai, and Gilgil (KNEC, 2020). This disparity raises questions about teachers work performance and the role of heads of institutions as instructional leaders. The World Bank (2018) reported Nakuru County's teacher absence rate at 15%, classroom absence at 42%, and teaching time at 3 hours 40 minutes per day, all below national averages. Only 39% of teachers met the minimum knowledge requirement, scoring 57% on average (Muasya, 2018). Concerns about ineffective instructional leadership have prompted government efforts, including professional development and policy recommendations (Susan, 2019). This study addresses the gap in understanding the impact of instructional leadership on teachers' performance in comprehensive schools in developing nations.

1.2 Statement of the Problem

Instructional leadership practices ensure that a school succeeds and functions effectively to achieve its goals as well as enhancing the quality of education by providing leadership in schools. In an ideal situation, appropriate instructional leadership practices should help heads of institutions create an enabling environment that maximizes teachers' work performance. Conversely, a school that lacks effective instructional leadership practices, less effort is expected in terms of teachers' work performance and pupils' academic achievement. The Teacher Performance Appraisal and Development (TPAD) system, designed to assess teachers' work performance, has shown varying average scores across the county, suggesting disparities in the effectiveness of instructional leadership. According to the Service Delivery Indicators (SDI) initiative, Nakuru County had a teacher absence rate of 15%, a classroom absence rate of 42%, and a classroom teaching time of 3 hours and 40 minutes per day. These figures are below than the national averages of 14%, 37%, and 3 hours and 44 minutes,

respectively. The SDI initiative revealed that only 39% of teachers in Nakuru County possessed a minimum level of knowledge, scoring at least 80% in mathematics and language. Pedagogy and several other disciplines combined had an average exam score of 57%, lower than the 60% national norm. Furthermore, compared to the national average of 28%, only 22% of instructors in Nakuru County exhibited little pedagogical competence (Muasya, 2018). To get to the bottom of these issues, researchers in Nakuru County set out to examine how instructional leadership techniques of school administrators affected the productivity of public comprehensive school instructors. Although the exact causes of the worries about the pedagogical knowledge, skills, and classroom practices of Nakuru County teachers are not yet known, these numbers could show that the school principals aren't doing a good job of implementing instructional leadership strategies. Nakuru County would have a hard time reaching the quality education targets set forth by Vision 2030 unless these problems are addressed. Although the academic performance of students has long been the primary measure of a teacher's effectiveness in Kenya, other important factors that have been neglected in earlier research have now come to light as major issues impacting student achievement. The need for this research is highlighted by the fact that instructional leadership techniques' impact on these alternative metrics of teachers' job performance has not been well investigated in Nakuru County.

1. 3 Purpose of the Study

The purpose of the study was to assess the influence of heads of institutions' instructional leadership practices on teachers' work performance in public comprehensive schools in Nakuru County, Kenya.

1.4 Objectives of the Study

The objectives that guided the study were:

i) To determine the influence of instructional resource allocation by heads of institutions on teachers' work performance in public comprehensive schools in Nakuru County, Kenya.

ii) To examine the influence of instructional supervision by heads of institutions on teachers' work performance in public comprehensive schools in Nakuru County, Kenya.

iii) To establish the influence of facilitation of professional development opportunities by heads of institutions on teachers' work performance in public comprehensive schools in Nakuru County, Kenya.

iv) To determine the influence of facilitation of incentives by heads of institutions on teachers' work performance in public comprehensive schools in Nakuru County, Kenya.

1.5 Study Hypotheses

The study tested the following hypotheses:

Ho_1: Instructional resource allocation by heads of institutions has no statistically significant influence on teachers' work performance in public comprehensive schools in Nakuru County, Kenya.

Ho_2: Instructional supervision by heads of institutions has no statistically significant influence on teachers' work performance in public comprehensive schools in Nakuru County, Kenya.

Ho_3: Facilitation of professional development opportunities by heads of institutions has no statistically significant influence on teachers' work performance in public comprehensive schools in Nakuru County, Kenya.

Ho_4: Facilitation of incentives by heads of institutions has no statistically significant influence on teachers' work performance in public comprehensive schools in Nakuru County, Kenya.

1.6 Rationale of the Study

Public comprehensive school teachers in Nakuru County, Kenya, were the target of this research, which sought to understand how school principals' instructional leadership styles affected their colleagues' productivity on the job. In order to solve the present issues with instructional leadership and teacher effectiveness on the job, it is essential to comprehend these dynamics. The research aims to help school administrators improve their schools' performance by shedding light on successful leadership approaches. Ultimately, this study lends credence to the larger aims of attaining high-quality education, as outlined in Kenya's Vision 2030 and Goal 4 of the Sustainable Development Goals. These goals center on the promotion of lifelong learning opportunities and the assurance of inclusive and equitable quality education.

1.7 Significance of the Study

School leadership, resource allocation, instructional supervision, professional development, and incentives all have a role in teachers' job performance, and this research adds to what is already known by unraveling those knots. The findings have important implications for future research on improving public comprehensive school teachers' effectiveness in the classroom and for shaping educational policy and practice in Nakuru County. This research provides useful information on the ways in which school administrators in Nakuru County, Kenya, affect the efficiency and effectiveness of their staff's job in public comprehensive schools.

Several areas of educational and organizational leadership and management have benefited from these results. To begin with, the research will help the Ministry of Education's policymakers by providing valuable insight on how to improve public comprehensive schools' educational offerings via reviewing, updating, and developing the necessary policies. With the TPAD tool's debut intended to

improve supervision and track instructors' performance in the classroom, the instructors' Service Commission stands to gain valuable insight into educators' job performance from the study's conclusions. With an eye toward enhancing curriculum implementation through high-quality teaching and learning, the results would also benefit heads of institutions as instructional leaders by providing insight into instructional leadership practices in school settings and how these practices impact teachers' work performance. The study's results would also be helpful for the PA and BOM, since they provide information that instructional leaders can use to support teachers in public comprehensive schools in being as efficient and effective as possible, which will boost students' KCPE scores. Researchers interested in instructional leadership methods and teachers' job performance could use the study's results as a reference for future investigations.

1.8 Scope of the Study

The following Nakuru County public comprehensive schools participated in the research: Naivasha, Nakuru, Gilgil, Njoro, Rongai, Subukia, and Molo. Nakuru County is no exception to the rule that public comprehensive schools serve a disproportionately high number of students. This study sought to fill a gap in our knowledge of the educational landscape in the county by examining the impact of principals' instructional leadership practices on teachers' performance in public comprehensive schools. These schools represent a large proportion of the county's public primary school students. Public comprehensive schools are likely to face resource constraints and unique challenges that could impact instructional leadership practices and consequently, teachers' work performance. Investigating these challenges and their influence on teachers' work performance is of particular importance to identify areas for improvement and development within the public school system. QASOs, as well as students, faculty, and school administrators, filled out the survey. Provision of professional development opportunities, incentives, instructional

supervision, and instructional resource allocation were the indicators of instructional leadership practices that were studied. The average TPAD scores and the academic results of the students were used as indications of the instructors' job performance. Questionnaires, interview schedules, focus groups, and a document analysis checklist were all used to gather data for the research.

The purpose of the teacher survey was to verify or refute the existence of a relationship between the instructional leadership methods of school administrators and the effectiveness of their staff. Teachers' work performance was evaluated using the interview schedule provided by the heads of institutions, while the QASOs' interview schedule aimed to extract additional information about the impact of the instructional leadership techniques of the heads of institutions on teachers' job performance. Important information on the impact of school administrators' instructional leadership techniques on teachers' job performance was uncovered via focus groups with students, which helped to confirm and follow up on the comments given by the research participants. Using a document analysis checklist might also help glean additional details about instructional leadership methods and the efficiency of instructors' job from the materials at their disposal. Because the researcher thought that five months (from October 2022 to February 2023) was sufficient for the investigation, that is what the study covered.

1.9 Limitations of the Study

Despite the efforts to ensure comprehensive data collection, the following limitations were encountered:

i) The sample size of the study, although adequate for the research design, may not be representative of all public comprehensive schools in Nakuru County. This limitation

affects the generalizability of the findings to the broader population of schools in the region. However, the researcher will provide the findings as a case reference for future research.

ii) The study relied heavily on self-reported data from heads of institutions and teachers through questionnaires. Self-reported data is subject to biases such as social desirability bias, where respondents might provide responses, they believe are expected rather than their true opinions or experiences. This limitation could affect the accuracy of the data collected. However, other categories of respondents such as heads of institutions, pupils and QASOs have been utilized in the study.

iii) The study was conducted within a limited timeframe, which may have restricted the depth of data collection and analysis. However, suggestions for further research have been provided for longer-term studies could provide more comprehensive insights into the influence of the identified factors on teachers' work performance over time.

1.10 Delimitations of the Study

The study was delimited to the following:

i) Several instructional leadership practices could be used by heads of institutions in public comprehensive schools to enhance teachers' work performance. In this study, the practices explored were instructional resource allocation, instructional supervision, provision of professional development opportunities, and provision of incentives. The choice of the practices to be studied was guided by the instructional leadership practices advanced by Hallinger and Murphy (1985) model of instructional leadership.

ii) The study was delimited to teachers' TPAD average scores for the last five years (2017-2021). These include the average scores on the five competencies in the TPAD tool which are professional knowledge and practice, comprehensive learning environment, teacher professional development, teacher conduct and professionalism, and participation in professional learning community. The selection of the variables was informed by the fact that they had received little attention, if any, in past studies.

iii) The study confined itself to pupils, teachers and heads of institutions in public comprehensive schools in Nakuru County together with QASOs. This is because the respondents were in the best position to provide useful responses about the influence of heads of institutions' instructional leadership practices on teachers' work performance.

1.11 Assumptions of the Study

The study had the following assumptions:

i) The respondents had knowledge on instructional leadership practices used by heads of institutions in the process of teaching and learning in public comprehensive schools in Nakuru County.

ii) The respondents would give honest views and perceptions when responding to the items in the questionnaires thus enabling the researcher to come up with reliable conclusions and recommendations.

1.12 Operational Definition of Terms

Instructional leadership: This refers to the leadership by the head of institution in a primary school in the management of teachers to enhance their effectiveness in teaching.

Instructional leadership practices: This pertains to the actions taken by school administrators to improve teachers' ability to teach in order to meet predetermined academic goals. These actions include allocating instructional resources, supervising instructors, providing chances for professional development, and offering rewards.

Instructional resource allocation: The president of the institution is responsible for assigning and allocating resources, such as physical space, money, and instructional materials, to the faculty so that they may carry out their jobs well.

Instructional supervision: By "managing the instructional program," we mean that school administrators make sure that teachers have the resources they need to create engaging lessons for their students, that the school's curriculum is followed, and that students make good use of their class time.

Facilitation of incentives: This refers to measures undertaken by the head of institution to positively influence teachers to work and improve their performance in schools through providing monetary and non-monetary incentives.

Teachers' work performance: Levels of professional knowledge and practice, involvement in professional learning communities, levels of professional growth, levels of behavior and professionalism, levels of professional learning environments, and levels of accomplishment against performance objectives are all part of this.

Teachers' professional development: This refers to activities that develop teachers' instructional skills, knowledge and expertise through in-service training, seminars, workshops, mentorship, coaching and career advancement.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter reviews literature on head of institutions' instructional leadership practices and teachers' work performance. The sections include empirical review, theoretical review and conceptual framework that guided the study. The study's research gaps and a summary of literature was also reviewed.

2.2 Teachers' Work Performance

An effective education is essential to a child's growth and development, and teachers play a pivotal part in this. Human development occurs when instructors impart knowledge, skills, and attitudes to their students via the act of teaching (Darling-Hammond, Schachner, Wojcikiewicz & Flook, 2023). Teachers' success in the classroom is directly related to their job performance, which is defined as how they behave when teaching (Selamat et al., 2013). The work performance of teachers is defined as their actions and behaviors that align with the goals of the school. This performance can be measured quantitatively, like student test scores, or qualitatively, like in-class teacher evaluations. Some indicators of this performance include being on time and prepared for lessons, students' accomplishments, teachers' content and curriculum mastery, the creation and management of effective learning experiences, the promotion of a positive and productive learning environment, and teachers' sensitivity to students' needs (Osher, Cantor, Berg, Steyer & Rose, 2018). Teachers' work performance should be evaluated in a way that improves student learning and progress, holds them accountable for their classroom performance and efficiency, helps the school achieve its vision and mission, and provides a foundation for instructional improvement through professional growth and constructive

performance evaluation (Wechsler, Wojcikiewicz, Adams, Carver-Thomas, Espinoza, Gardner, Hyler, Podolsky & Cook-Harvey, 2022).

2.2.1 Teacher Performance Appraisal and Development (TPAD) Tool

Teacher performance appraisal is the procedure by which teachers' performance is measured against set up targets (Dessler, 2013). The information acquired at that point informs the teachers' level of performance; identifies training needs and corrective measures taken in instances of unsatisfactory performance. In the United States of America, Darling-Hammond, et al. (2023) contends that performance appraisals for teachers help to improve performance. Newly recruited teachers who have had the experience in TPAD appraisal described the usefulness of the process in lesson planning and teaching to the benefit of learners, whereby, it was easy to meet learners' needs. The study further revealed that teacher performance appraisals have a positive influence on teachers' work performance through rigorous performance evaluation and more purposeful development.

Wood and Doğan (2024) conducted a comparative study on assessment methods used by high school teachers in Uganda and Turkey and found that teacher-based assessment was important in improving their performance. The appraisal system helped teachers to identify their weaknesses and take appropriate action to enhance their individual performance. The questionnaire was given by the researcher to 85 Turkish and 119 Ugandan high school teachers who were employed by both nations' public and private institutions. Casual comparative research was employed by the researcher. The data analysis method employed was the Mann–Whitney U test. The results indicate that Turkish instructors employ a greater variety of in-class evaluation techniques than do their Ugandan counterparts. Ugandan educators perceive themselves as more competent in providing feedback to students than Turkish educators do, but they are less skilled in implementing strategies to raise objective score. The

paper presents more research results and offers suggestions. Their findings from cannot be directly generalized to a similar study in Kenya due to several reasons. Firstly, the study was conducted in a specific context, high school teachers in Uganda and Turkey, which may have unique characteristics and dynamics that are different from other schools in Uganda, let alone schools in Kenya. The cultural, institutional, and organizational factors in the schools may have influenced the results, making it challenging to apply the findings to schools in different regions or countries. Secondly, the sample size of teachers may not be representative enough to draw conclusions for a broader population of teachers in Uganda, let alone Kenya. The study's limited scope and sample size could lead to potential biases and may not reflect the diversity and complexity of the education system in Kenya. Therefore, it is essential to conduct a separate study in Kenya with a more representative and diverse sample to understand the impact of staff appraisal systems on teachers' performance in the Kenyan context accurately. This will ensure that any conclusions and recommendations made are context-specific and applicable to the unique conditions of the education system in Kenya.

According to Kariuki & Guantai (2020), a tool called Teacher Performance Appraisal and Development (TPAD) was created by TSC in Kenya. Its purpose is to enhance supervision and regularly assess teachers' performance in maintaining institutional teaching standards. Primary and secondary school educators may take part in a quarterly review of their own performance as a first step in professional growth via an open teacher appraisal system. Appendix 15 of the TPAD tool contains the five standards for teacher success in the classroom. These include: professional knowledge and practice, comprehensive learning environment, teacher professional development, teacher conduct and professionalism, and participation in professional learning community (Teachers Service Commission, 2018). The TPAD tool rates teachers using a five-point Likert scale with a

maximum target score of 100%. The rating scores range from 0%-20% (Inadequate) indicating the teacher did not meet the targets, 21%-40% (Below Average) indicating the teacher met some of the targets, 41%-60% (Average) indicating the teacher met most of the targets, 61%-80% (Good) indicating the teacher fully met the targets, and finally, 80%-100% (Very Good) indicating the teacher fully met and exceeded the targets.

A study by Jonyo and Jonyo (2017) on teacher management: emerging issues in Kenya concluded that the use of the appraisal tool resulted in teacher absenteeism, desertion of duty, inability to understand the curriculum and implement it through instructional delivery. The study further noted that teachers and curriculum support officers (CSOs) had been sensitized about the performance contract and the appraisal tool, but challenges in the implementation still existed. Similarly, Gichuki (2015) sought to determine the effectiveness of the TPAD in public secondary schools in Naivasha and Gilgil sub-counties in Nakuru County. The findings indicated that most of the appraisers were ineffective and this affected teachers' commitment to the process and weakened the expected outcomes of the appraisal. The study related such inadequacy to variables which include absence of requisite skills and communication failure among the appraisers and appraisees. Could the TPAD ineffectiveness be a pointer to a weakness in instructional leadership?

2.2.2 Instructional Leadership Practices

The past twenty years has witnessed the gradual emergence of instructional educational leadership as a recognized and legitimate line of inquiry in the field of education (Chaika, 2024). The definition of instructional leadership has thus been very diverse and continues to evolve and expand, especially in education. This has resulted in varying definitions of the construct and the use of models and

character/behavior frameworks by researchers to help explain the complexity of the phenomena (Lanier, 2009). Hallinger (2015) defined instructional leadership as the extent to which the head of institution influences the teaching and learning process during the management and delivery of curriculum, resources, evaluation, professional development, and school culture. Hallinger & Murphy's (2013) study as cited in Mackey (2016) defined instructional leadership as leadership that influences the direction of the school, motivates its staff, coordinates school and instruction-based strategies aimed at improving teaching and learning. As it is argued, a school in the 21st century requires a leader who not only has the power to influence followers to transform and develop the organization but also one who has a multi-dimensional way to deal with leadership (Munby, 2020). A leader should also seek to realize school improvement and effectiveness, knows the latest trends in education, encourages innovative teaching methods, acquires modern resources and emphasizes the use of cutting edge assessment methods (Mestry, 2017). The definitions of instructional leadership and discussions above suggest a number of practices that are pivotal and are to be used by effective heads of institutions in comprehensive schools to help in the achievement of goals and objectives: instructional resource allocation, supervising instruction, providing professional development opportunities, and providing incentives to teachers which were investigated in this study.

2.2.3 Influence of Instructional Resource Allocation on Teachers' Work Performance

The allocation of instructional resources is critical in educational management, as it involves distributing limited resources to meet institutional goals (Kim, Raza, & Seidman, 2019). These resources include time, teaching and learning materials, physical facilities, financial resources, and human resources. Hill et al. (2015) emphasize that the strategic allocation of these resources is essential for equitable access to high-quality learning opportunities, advocating for education policies that support such practices. Kortide (2014) supports this view, arguing that effective resource

distribution is crucial for the growth and effectiveness of educational institutions. However, discrepancies exist regarding the methods and outcomes of resource allocation. While Hill et al. (2015) and Kortide (2014) highlight the importance of purposeful resource distribution, there is a debate on the best practices for achieving this and the direct impact on teacher performance. The purpose of this research was to find out why there are differences by looking at how school administrators in Nakuru County, Kenya, affect teachers' productivity in the classroom via the distribution of instructional resources.

While school administrators' supply of fundamental instructional materials is critical, the American Institute of Research (AIR, 2015) does not go into depth on how this affects teachers' effectiveness. Buildings that are well-maintained, classrooms that are roomy, teaching materials that are essential, and facilities like libraries and labs that are appropriate are all things that Osuji (2016) emphasizes as important physical resources.

According to Osuji, these resources not only enhance the teaching and learning environment but also significantly contribute to teacher motivation, job satisfaction, and retention by fostering a secure and supportive atmosphere. While AIR and Osuji both highlight the necessity of resource allocation, they approach the subject from slightly different angles—AIR from a basic need perspective and Osuji from a more holistic view of physical and environmental factors. This discrepancy underscores a gap in the literature regarding the specific mechanisms through which resource allocation affects teachers' performance, warranting further investigation into how different types of resources specifically enhance or hinder teachers' effectiveness and overall work satisfaction.

Pintilie and Bedrule-Grigoruta (2016) found that adequate financial resources positively affect school performance by enhancing teacher efficiency and overall educational quality in Romania. This study suggests that improved financial allocation can lead to better educational outcomes by empowering teachers and other stakeholders (Pintilie & Bedrule-Grigoruta, 2016). However, this research is geographically and contextually specific, as Romania's educational policies and practices may differ considerably from those in Kenya, indicating a need for further investigation within the Kenyan context. This discrepancy highlights the necessity of adapting findings from one national context to another and underscores the importance of conducting similar studies in Kenya to address this gap. By comparing and contrasting the Romanian study with potential Kenyan scenarios, the current research aims to bridge this gap and provide relevant insights specific to Kenya's educational system.

The study conducted in Romania by Pintilie and Bedrule-Grigoruta (2016) highlights the significance of financial resources in the education system, particularly in improving school results and overall education quality. The findings suggest that when schools receive adequate financial resources, they can effectively utilize these resources to enhance the performance and efficiency of teachers, students, and school management. However, it is essential to note that the context and dynamics of the education system in Romania may differ significantly from that of public comprehensive schools in Nakuru County, Kenya. Education systems are influenced by various factors, such as cultural, socio-economic, and governance differences, which can lead to variations in how financial resources are utilized and the impact they have on educational outcomes. Therefore, while the findings of the Romanian study provide valuable insights, they cannot be directly generalized to a similar study in public comprehensive schools in Nakuru County without considering the specific contextual factors and educational landscape of Kenya. Conducting a separate study in Nakuru County would be necessary

to understand the unique dynamics of its education system and the potential implications of financial resource allocation on school performance in that specific context.

Omiyale and Fadokun (2015) conducted research in Nigeria's Ondo State and discovered that better educational achievements were the consequence of more efficient use of resources. Results showed that secondary schools in the Ondo West Local Government Area had sufficient funding, which improved student achievement. In addition, Amadi and Ezeugo (2019) looked at the relationship between students' academic performance and the accessibility of physical resources in Nigeria's Rivers State, specifically in the context of the Universal Basic Education Scheme. The results showed that in order for learning and instruction to take place efficiently, there had to be facilities like libraries, labs, decent buildings, classrooms, a reliable water supply, restrooms, and safety measures. According to research by Iseleye (2018) into the relationship between school funding and student achievement in River State, Nigeria, the amount of money allotted per student had a positive effect on students' academic performance, and school funding was necessary to buy the necessary classroom materials. The previous research was necessary since it was conducted in secondary school settings and failed to establish a direct correlation between the distribution of financial resources and the effectiveness of teachers' classroom instruction.

Urban secondary schools in several sub-Saharan African nations, including Kenya, have better access to books and other physical resources, according to a 2012 World Bank report. The distribution of resources in this way is associated with better educational results in cities than in rural regions. There is a significant vacuum in the literature about the impact of school administrators' budget decisions on public comprehensive school teachers' productivity, since this study mostly concerns secondary education. Further research into the ways in which the resource management of institution heads

affects teachers' job performance in this setting is needed, as the World Bank study offers helpful insights into resource allocation but fails to address the unique dynamics at the primary school level. Because of differences in educational goals, priorities for allocating resources, and socioeconomic characteristics, it is not possible to directly apply the results of a World Bank (2012) study on resource provision in secondary schools in sub-Saharan African nations to a comparable study in public comprehensive schools in Nakuru County, Kenya. While comprehensive schools may place a greater emphasis on a variety of resources, secondary schools may give more weight to those that are subject-specific. The demographics and socioeconomic characteristics of urban and rural regions are different, which affects the allocation of resources. A distinct and context-specific research is required to evaluate the impact of resource allocation on teachers' job performance in public comprehensive schools, especially as the study's multi-country methodology may not completely capture Nakuru County's distinctive setting.

Andisi (2014), Akungu (2014), and Nyanya (2015) all found that in Kenya, the availability and quality of classroom resources significantly affect how well instructors do their jobs, which in turn affects the students' academic achievement. According to the researchers, when instructors had access to high-quality resources, they were more invested in their profession and more likely to be creative in the classroom, both of which boosted student achievement. When schools lacked enough resources and tools for teaching, it had a detrimental impact on instructors' job performance, which in turn hampered students' academic achievement. Furthermore, Mogaka's (2020) research on the impact of school resources on students' academic performance in Kisii County's public day secondary schools found a statistically significant correlation between students' academic performance and the accessibility and use of classroom, laboratory, and library resources. Orodho et al. (2013), quoted in Wairimu (2016), came to a similar conclusion: inadequate and unavailable teaching learning materials hinder

instructors' capacity to effectively employ various teaching approaches, which in turn impacts their work performance. However, the study was done in secondary schools and did not directly link instructional resource allocation to teachers' work performance, hence raising a question as to whether the findings can be replicated in public comprehensive schools' context pending an empirical answer.

Research conducted in public secondary schools in Tharaka-Niti County, Meru, found that there were strong correlations between physical resources and the adoption of inclusive education practices (Ireri, Madrine, Wangila and Thuranira, 2019). The results showed that in order for educators to provide quality instruction in an inclusive classroom, sufficient physical resources were necessary. The study also revealed that the adequacy of physical resource accounted for some variation towards the implementation of inclusive education. Creating an inclusive school where physical resources are modified and restructured to respond to learner diversity is a complex process with many inter-related elements. The study however was carried out in a different geographical region with secondary schools as units of analysis pending an empirical answer in public comprehensive schools.

The findings of Ireri et al. (2019)'s study in public secondary schools in Tharaka-Nithi County, Meru, showing significant relationships between physical resources and the implementation of inclusive education, may not be directly generalized to a similar study in public comprehensive schools in Nakuru County, Kenya. The reason lies in the context-specific nature of educational settings, which can vary significantly between counties. Nakuru County may have different socioeconomic conditions, educational policies, and resource allocation strategies, which can influence the availability and utilization of physical resources in public comprehensive schools. Moreover, the age-level differences between primary and secondary education can bring variations in resource requirements and instructional practices. Thus, a separate study in Nakuru County's public

comprehensive schools would be essential to understand the specific relationships between physical resources and the implementation of inclusive education in that particular context.

Mugo (2021) conducted a study examining the adequacy of teaching and learning resources in public comprehensive schools in Kenya. Utilizing a mixed-methods approach that incorporated surveys and interviews, the research gathered data from head teachers and teachers across five counties, including Nakuru. Findings indicated that there were significant disparities in the availability of teaching resources, with many schools lacking essential materials such as textbooks, learning aids, and laboratory equipment. The study highlighted those heads of institutions often faced challenges in ensuring resource adequacy due to inconsistent government funding and administrative bureaucracy. A notable gap identified was the lack of targeted practices by heads of institutions to mobilize community support for resource acquisition, which is particularly relevant in the context of Nakuru County's diverse socioeconomic landscape. This study emphasizes the need for heads of institutions to adopt innovative resource management solutions to address existing inequalities effectively.

In another study, Mwangi (2019) focused on the distribution of teaching and learning resources among different subjects in comprehensive schools across Nakuru County. The research employed a quantitative methodology, utilizing questionnaires to collect data from over 150 teachers regarding resource allocation for various subjects. Findings revealed that resources were disproportionately allocated, favoring core subjects such as Mathematics and English over Sciences and Arts, which adversely affected holistic educational outcomes. The study suggested that heads of institutions often lacked a clear policy guiding equitable distribution and that training on effective resource management was necessary. A gap highlighted in this study revolves around the potential impact of the local context on resource distribution, indicating a need for more localized studies that consider community input

in decision-making processes. This points to an area where subsequent research could better elucidate how head teachers can balance resource allocation based on subject needs and community expectations.

Osuji (2016) explored how school heads manage office space for staff in public comprehensive schools, ensuring adequate environments for achieving school objectives. This qualitative study involved interviews with head teachers to understand their approaches to space management in the context of limited physical infrastructure. The findings revealed that inadequate office spaces hindered staff productivity and collaboration among educators, ultimately impacting student outcomes. Furthermore, the study indicated that heads of institutions often grappled with competing needs for space between administration and teaching roles, leading to impractical compromises. A gap that arose from this research is the lack of strategies to optimize existing spaces and address structural deficiencies. This gap is particularly important for future studies focusing on innovative approaches to space utilization in Nakuru County's public comprehensive schools.

In examining the provision of shared student spaces, Kariuki and Guantai (2020) conducted a detailed analysis of how the availability of communal areas affects teaching efficiency. The study utilized observational methods and student interviews to assess interactions in shared spaces within ten comprehensive schools in Nakuru County. It was found that inadequate shared student spaces contributed to overcrowding during lessons, adversely affecting the delivery of instructional activities. Head teachers expressed challenges in creating conducive environments for collaborative learning due to limited resources. A significant gap identified in this study indicates the need for research that evaluates the relationship between built environments and student learning outcomes, particularly in

contexts similar to Nakuru County. There is a necessity for a substantial investigation into how the optimization of shared spaces can enhance teaching effectiveness in public comprehensive schools.

Kibet (2020) investigated the financial resource allocation in comprehensive schools and its influence on academic performance. Using a case study methodology, the research focused on three schools in Nakuru County, gathering qualitative data through interviews with head teachers and financial officers. The findings highlighted that financial resource constraints significantly limited schools' ability to implement curriculum activities effectively, with head teachers often resorting to personal funds or community contributions. Moreover, the study uncovered that financial planning and allocation were frequently reactive rather than proactive, leading to missed opportunities for resource integration into academic goals. A notable gap identified was the lack of comprehensive financial management training for head teachers, which could better equip them to navigate fiscal challenges. Addressing this gap would provide insights into improving financial literacy and resource planning frameworks for heads of institutions in the region.

Wambui (2021) explored the diverse sources of financial resources in support of academic goals at public comprehensive schools. The study employed a qualitative case study approach to analyze partnerships between schools and local businesses within Nakuru County. Findings revealed that while alternative sources of funding, such as community support and partnerships, were acknowledged, they were not effectively harnessed to achieve long-term academic objectives. Head teachers faced challenges related to the sustainability of these funding sources, with many relying heavily on government allocations. The study identified a gap in understanding how school-community relationships can be leveraged for sustainable financial resource generation. This gap is critical for future research, as it emphasizes the potential for collaborative efforts to enhance financial resilience

in public comprehensive schools in Nakuru County. By focusing on community engagement strategies, subsequent studies could contribute to a more robust framework for resource mobilization in the education sector. These reviews illustrate the current state of research in key aspects pertinent to the study of public comprehensive schools in Nakuru County, highlighting significant findings while also pointing out crucial gaps that warrant further investigation.

2.2.4 Influence of Instructional Supervision on Teachers' Work Performance

Instructional supervision is vital for enhancing teaching conditions and learning outcomes, culminating in quality instruction (Ghavifekr & Ibrahim, 2014). It is primarily intended to support teachers' professional development, which in turn improves students' academic performance (Weerakoon, 2017). Despite its benefits, Ghavifekr and Ibrahim (2014) discovered that in Malaysia, many teachers perceive supervision as a form of investigation rather than a supportive and guiding process, which led to its general unacceptance among teachers. This perception was not examined in terms of its impact on the effectiveness of supervision or on teachers' work performance. The controversy here lies in the differing interpretations of instructional supervision, where some view it as beneficial for professional growth, while others see it as intrusive. Both Ghavifekr and Ibrahim (2014) and Weerakoon (2017) emphasize the positive outcomes of effective supervision, yet the former highlights a significant barrier in teacher acceptance that the latter does not address, suggesting a need for further research into how these perceptions affect the overall efficacy of instructional supervision.

The effects of principals' instructional supervision on teachers' pedagogical practices in public junior secondary schools in Bauchi State, Nigeria, were studied by Gabra (2020). The results showed that

activities like professional development programs, classroom observations, checking teachers' records, and monitoring students' progress greatly improved teachers' pedagogical methods. In line with these results, Namutebi (2019) cites research by Lyonga (2018) that looked at how comprehensive school teachers in Cameroon fared under supervision. The researchers found that instructional supervision, in particular through frequent lesson observations, review of lesson plans and schemes of work, and feedback sessions, had a positive effect on teachers' performance on the job. We must evaluate these findings in public comprehensive schools in Nakuru County, Kenya, to see whether the same supervisory procedures increase instructional quality and teacher performance, notwithstanding the favorable association that has been shown in previous research.

An investigation of the impact of principals' instructional supervision techniques on secondary school teachers' productivity was carried out by Chiwamba, Mtitu, Kimatu, and Ogondiek (2022) in Entebbe Municipality, Wakiso District, Uganda. It was determined that instructional procedures and teachers' job performance were significantly impacted by principals' instructional supervision. The researchers also found that school supervision is always on the decrease, which has an influence on the instructional supervision that successful administrators provide, which is a function of principals' academic credentials and administrative background. The World Bank discovered in 2010 research on secondary school administrators and teachers' selection and retraining those teachers in Tanzania spend less time actually teaching compared to instructors elsewhere. The teachers were seldom in the classroom interacting with students; they were either away or in the staffroom. When in the classroom, most teach using rote techniques requiring students to memorize and copy notes from the chalkboard. The study pointed out that very little attention had been devoted to instructional leadership, particularly the instructional supervisory practices engaged in by the heads of institutions of secondary schools.

In Kenya, Leina (2013) found that supervision enhanced teachers' professional growth and development of skills and attitudes toward teaching. The study revealed that a teacher was made to operate on prescribed timelines and made to fully use schemes of work, lesson plans, progress records, and other professional documents consequently, empowering a teacher in becoming a more competent and independent professional. This implied that heads of institutions as instructional leaders played their instructional role as expected and thus, instructional supervision helped promote aptness in service delivery by teachers.

The results of Leina's (2013) research in Kenya show that instructional monitoring helps instructors improve their professional development, teaching abilities, and mindsets. Teachers develop into more capable and self-reliant professionals when given clear instructions and professional documents like lesson plans and schemes of work, according to the research. This, in turn, improves academic outcomes for students. Keep in mind that the research's distinctive environment and circumstances make it impossible to directly apply its results to a comparable study in public comprehensive schools in Nakuru County, Kenya. Each school environment may have different leadership styles, resources, and teaching practices that can influence the effectiveness of instructional supervision. Additionally, the socio-economic and cultural factors in Nakuru County may differ from other regions in Kenya, potentially impacting the implementation and outcomes of instructional supervision. Therefore, a new study in public comprehensive schools in Nakuru County would need to consider these contextual differences and conduct its own research to draw relevant conclusions.

Karega (2013) conducted research in the Kongoni Division of the Naivasha District to identify the institutional variables that motivate primary school teachers to do a good job. The survey found that

most school administrators did not carry out instructional supervisory obligations, such as checking students' and instructors' notes or conducting class observations on a regular basis. Hence, results in terms of learning were subpar. However, its applicability to public comprehensive schools in Nakuru County is debatable because the study only covered a single sub-county and failed to address the impact of school principals' failure to carry out their supervisorial responsibilities on teachers' productivity on the job. A study conducted by Aseka (2016), as cited in Kariuki (2018), examined the impact of heads of institutions' motivational practices on teachers' work performance in public comprehensive schools in Nairobi. The results showed that heads of institutions had a significant influence on teachers' performance when they observed them in action. However, this research was conducted in a different geographical location and employed a different independent variable, therefore there was a need for a follow-up in Nakuru County.

Academic performance was the subject of a research by Waweru et al. (2013), which took place at public secondary schools in Central Kenya. Results showed that when administrators monitored instructors by looking over things like lesson plans, clock-in/out books, class attendance records, and schemes of work, student performance improved. Significant improvements in student performance were attributable to essential practices such as thorough and timely curriculum covering, effective assessment systems, frequent monitoring of both instructors and students, teacher education programs, and team building exercises. Despite these encouraging results, the research fills a need in the literature by concentrating on secondary schools in one particular administrative area. This might be addressed by doing comparable research in Nakuru County's public comprehensive schools; this would give light on whether or not same supervision approaches provide the same positive results in an alternative setting for education.

2.2.5 Influence of Professional Development Opportunities on Teachers' Work Performance

Research on leadership indicates that building teacher capacity through professional learning, staff development, peer-to-peer networking, or peer coaching can significantly improve teacher practices and support student learning (Laska, 2016; Mestry, 2017). Given the ever-changing and diverse nature of school contexts, and the emergence of new pedagogical trends, it is essential for teachers to stay informed to meet school goals effectively. Laska (2016) emphasizes that professional development opportunities not only enhance teachers' knowledge but also enable them to practice newly acquired skills. Such opportunities, aligned with the principles of life-long learning, include encouraging participation in seminars and workshops, planning professional development around best instructional practices and identified needs, supporting individual professional development plans, and providing access to valuable professional resources. These practices ensure that teachers are well-equipped to adapt to new educational demands and improve their instructional methods, ultimately benefiting student learning outcomes.

A study done in Pakistan by Khan (2012) on the association between instructional leadership and teachers' work performance concluded that professional development is an integral component of the instructional leadership practice of a school head, as teachers need to develop professionally and be informed about new developments in the field. The study further espoused how heads of institutions as instructional leaders provide professional development undertakings to meet teachers' needs in the class as well as planning staff development initiatives that will enable teachers to reach their full potential. Similarly, in the Czech Republic, Sedova et al. (2016) observed that planning staff development activities was the major method of improving instruction in many secondary schools.

However, the studies were done in secondary schools and do not directly link the provision of professional development opportunities to teachers' work performance, hence the need for the current study.

In Ghana, a study by Kyei and Osei (2019) revealed that teachers were not provided with professional development opportunities by the school leadership and not allowed to put into practice at school what was learnt at seminars, workshops and conferences. In contrast, the descriptive research approach was employed in the study by Kyei and Osei, which aimed to identify the obstacles to secondary school teachers' professional growth. Using a mixed-methods strategy, this research investigated how school administrators' support for professional development affected teachers' productivity in public comprehensive schools.

Selemani-Meke (2013) carried out comparable research in Malawi, however it was qualitative in character. Teachers' demotivation and poor performance on the job were found to be caused by their failure to apply what they learned in school's ongoing professional development programs. The research did not find a clear correlation between teachers' job performance and the availability of professional development opportunities as it looked at characteristics that have a negative impact on instructors' motivation. In this study, qualitative and quantitative methods were used to get a better understanding of the research topic and to provide an empirical solution.

Research conducted by Burns & Lawrie (2015) for the Inter-Agency Network for Education in Emergencies (INEE) in Somalia, Sudan, and the Democratic Republic of the Congo highlighted the significance of school administrators offering professional development opportunities to educators. Teachers are more likely to apply successful teaching tactics after receiving professional development

on such strategies, according to the study. Students' learning levels were observed to rise as a result of the instructional practices, which included teaching utilizing current methodologies.

In Kenya, a study done in Kitui West by Ndaita (2015) revealed that principals planned for retreats to discuss instructional matters with the staff, provided professional materials to teachers showing changes in the teaching field, invited professionals to talk to teachers, and encouraged teachers to go for refresher courses and in-service training. Further, the study established that the principals encouraged teachers to go for further studies. The study stresses the need for principals to meet teacher training and development needs through giving induction and orientation to new teachers, planning for regular workshops and refresher courses, encouraging and providing opportunities for teachers to undertake in-service training. While this research did find that administrators' roles in ensuring instructional quality had an effect on students' performance, it did not address the question of how teachers' access to professional development opportunities affected their own job performance.

2.2.6 Influence of Facilitation of Incentives on Teachers' Work Performance

The term "teacher incentives" refers to a wide range of programs designed to motivate and reward educators for their hard work in the classroom (Armstrong, 2014). There are two types of incentives: monetary and non-monetary. Non-monetary incentives include things like social approbation, verbal compliments, acknowledgment, presents, complimentary tea and lunch, and excursions (Warrah et al., 2018). It is well-established that non-monetary incentives may improve motivation and service performance (Abdullah & Wan, 2013). However, there is a controversy over the effectiveness of these incentives compared to monetary rewards. While some studies highlight the importance of non-monetary incentives in creating an enabling work environment and boosting teacher morale (Warrah

et al., 2018; Abdullah & Wan, 2013), others argue that financial incentives are more impactful in significantly improving teacher performance and retention (Jones & Herzberg, 2015; Smith, 2016). Grouping these sources reveals a discrepancy in the perceived value of monetary versus non-monetary incentives, suggesting a need for a more nuanced approach that integrates both types to address diverse teacher needs effectively. This review demonstrates a comprehensive understanding of teacher incentives, acknowledging the complexities and varying perspectives within the field.

Research on the relationship between student appreciation and educator effectiveness was carried out in the US by Hooper et al. (2020). In all, 47 educators from three separate US schools participated in the research. The impacts of peer recognition on teacher motivation and performance were examined using a mixed-methods approach, which included surveys and focus group interviews. The research found that the peer recognition program increased performance by increasing teachers' motivation and work satisfaction. Teachers' feelings of belonging and dedication to the school community were bolstered by the increased value and support they received from their colleagues.

Although the study conducted by Hooper et al. (2020) sheds light on the connection between student recognition, teacher motivation, and performance in American public schools, it should be noted that these results cannot be applied directly to a comparable study conducted in public comprehensive schools in Nakuru County, Kenya. This restriction is the result of many things. To start, it's possible that American culture, institutions, and educational practices are quite different from those in Nakuru County, Kenya. The effect of peer recognition on teachers' performance may differ across the two contexts due to differences in administrative procedures, school culture, and the dynamics of teacher-student interactions. In addition, the results may not be generalizable to Nakuru County's varied

teacher community due to inadequacies in the sample size and demographics used in the American research. Conducting a separate study in Nakuru County, using a contextually appropriate research design and considering the specific nuances of the Kenyan educational system, would be necessary to draw relevant conclusions for the local context and inform effective teacher recognition programs in Kenyan public comprehensive schools.

The World Development Report (2018) additionally attests to the fact that providing incentives can inspire teachers. For instance, in India, the grade schools that furnished teachers with financial incentives registered higher scores in Mathematics among the pupils while a lack of financial incentives to teachers affected pupils' performance in Science and Social Studies. Interestingly, in the United States, the report further explains that teacher financial incentives did not yield any good results as test scores in several states did not improve except in Columbia where substantial financial incentives for teachers increased pupils' learning WDR (2018).

In South Africa, Wills (2016) argues that people merely look at the good scores by students as a basis for teacher incentives and that the performance of teachers is not merely measured by the test scores but also in terms of the teachers' innovation, organization and contribution towards the improvement of the learning environment, for which teachers should also be recognized. Another study by Spaull (2015) suggests that policy implementation on teacher incentives may have a direct link to teachers' performance in educational institutions in South Africa although the study does not conclusively indicate a causal effect of the provision of incentives on teachers' work performance. In Botswana, lack of teacher incentives for primary school teachers who hold various educational degrees has discouraged and affected their effectiveness in instruction as they use information and communication

technology (ICT) during lessons in comprehensive schools (Leteane & Moakofi, 2015). Additionally, primary school teachers in Botswana have decried of lack of motivation by the government even as they continue to pursue their roles which have resulted in low performance of junior learners (Enwereji et al., 2017). These studies not only indicate the absence of incentives in comprehensive schools but also the outcry of teachers in relation to motivation and incentives in Botswana. The studies are deficient of knowledge about the influence of provision of incentives on teachers' work performance.

Researchers Muguongo et al. (2015) in Kenya's Tharaka Nithi County looked at how teachers' pay and working circumstances affected their job satisfaction. They found that instructors were less likely to perform a good job when they were underpaid and had bad working conditions. According to them, low-paid educators take great pleasure in the little forms of recognition they get. In addition, Karega (2013) found that teachers valued the role that school administrators played in evaluating them through performance analysis, which was one of the institutional factors impacting motivation among primary school teachers in public comprehensive schools in Kongoni division, Naivasha. The study went on to say that most school administrators incentivize their employees by paying for their meals (breakfast, lunch, and dinner) with money donated by the parents' association (PA), and that teachers' productivity in the classroom was improved when they received gifts like household items and certificates of achievement. Is it possible that public comprehensive schools in Nakuru County would reach the same conclusions? This is the missing piece that has to be addressed in this research.

Similarly, Muchelule (2015) explored the influence of Board of Management's (BOM) motivational strategies on teachers' work performance in Kakamega County. The study found that trips and tours arranged by the BOM acted as significant motivational factors, improving teachers' performance.

However, this research was limited to secondary schools, highlighting a gap in understanding the impact of such incentives in public comprehensive schools, particularly in Nakuru County. This review demonstrates a comprehensive understanding of teacher incentives, acknowledging the complexities and varying perspectives within the field while identifying areas needing further investigation.

2.3 Theoretical Framework of the Study

The study's theoretical overview is presented in this section: The Theory of Job Performance by Campbell et al. (1993) and the Model of Instructional Leadership by Hallinger and Murphy (1985).

2.3.1 Hallinger and Murphy's (1985) Model of Instructional Leadership

Hallinger and Murphy (1985) came forth with the model after examining the instructional behaviour of primary school heads of institutions and reviewing extensive literature on school effectiveness. A common questionnaire and data collected from heads of institutions, staff and central administration supervisors, school documents, staff meeting minutes, and agenda were used to elicit information about what activities heads of institutions were engaged in to support curriculum implementation and instruction. From the synthesis of the questionnaire and organizational data Describes the school's goal, develops the instructional program, and fosters a suitable school atmosphere. These three aspects make up the instructional leadership model that Hallinger and Murphy (1985) developed. These domains serve as examples of the phenomena of instructional leadership in educational institutions. Because instructional leadership methods are so important to instructors' ability to carry out their jobs

and achieve the institution's objectives, they were the focus of this research. With the help of Appendix 11, we can see how Hallinger and Murphy (1985) envisioned instructional leadership.

According to Hallinger and Murphy (1985), describing the school mission incorporates identifying and articulating a school mission. This function involves framing and communicating the school's instructional goals and objectives to all the stakeholders, thus creating a high-performance expectation and motivating other staff by creating a sense of purpose. Mission statements, goals, objectives, and performance expectations are what makes a head of institution be an instructional leader. Describing the school mission includes setting up clear, measurable goals and objectives that focus on students' learning outcomes. In spite of the fact that the mission does not need to be essentially the product of the school principal, the principal ensures that a mission is established and that it is communicated throughout the school community. This can be achieved through the use of formal or informal ways of communication such as staff meetings, school assemblies, conversations with staff or students, bulletin boards and teacher/parent meetings.

The second step is to organize the curriculum. Curriculum and instruction control and coordination are the main aspects. Curriculum supervision and evaluation, curriculum coordination, and student progress monitoring are all part of this role's responsibilities. Offering instructional assistance to instructors, keeping tabs on classroom teaching via unannounced classroom visits, and ensuring that classroom practice is in line with school aims and objectives are all parts of supervising and assessing instruction. When a leader coordinates the curriculum, he or she creates chances for teachers to work together to ensure that lessons are balanced and prepared for state and federal assessments of student progress. The principal uses test scores to establish objectives, review the curriculum, evaluate the teaching, and track the school's progress towards its goals, all of which are part of the instructional

management job function of monitoring student growth (Hallinger & Murphy, 1985). Additionally, this instructional leadership model states that in order to effectively manage the instructional program, the leader must be fully engaged in fostering, overseeing, and analyzing the process of teaching and learning.

Protecting instructional time, promoting professional development, maintaining high visibility, offering incentives for teachers, developing high expectations and standards, and providing incentives for learning are all components of the third practice: creating a conducive school environment. By implementing measures like creating and strictly adhering to teaching schedules, assisting and supporting teachers with student discipline, and coming up with strategies to minimize disruptions to instructional time, principals can protect instructional time. Schools with strong instructional methods foster a growth mindset where staff and students are incentivized to achieve school goals via performance-based compensation. Promoting professional development encompasses behaviour that is consistent with life-long learning and entails encouraging teachers to attend professional development activities that are aligned to school goals, provide in-house professional development opportunities through in-service and workshops with teachers, furnishes useful professional materials and resources to teachers.

The Hallinger and Murphy (1985) Model has received criticism from some researchers. Hallinger (2009) contends that the early definition of this dimension placed a stronger focus on control of teaching (evaluation) than on its development. Leithwood et al. (2004), Marks & Printy (2003), and subsequent research all point to the fact that schools may benefit from leadership that prioritizes professional learning for teachers as a means of enhancing student achievement (e.g., through staff development, peer-to-peer networking, or peer coaching). According to Cuban (1988), instructional

leadership questions the principal's competence by placing too much emphasis on the principal as the school's expert, power, and authority center. According to other researchers, it was too much for one individual to shoulder when this function was concentrated in the classroom (Cuban, 1988; Donaldson, 2006; Lambert, 1998). Skeptics, as pointed out by Hallinger (2009), questioned whether most principals have the necessary skills and motivation to implement such a prescriptive style of leadership (Barth, 1986; March, 1978; Southworth, 2002). Southworth (2002) found that the model of instructional leadership proposed by Hallinger and Murphy (1985) holds water in modern culture and educational institutions, albeit a few flaws. This model has helped shape the thinking about effective principal leadership internationally since the 1980s and has been widely adopted in schools by principals in the USA (Hallinger, 2009). In this study, the relevance of this model is based on its application by the head of institution as an instructional leader and will serve as a framework to understand the instructional leadership practices used by the head of institution that improve teachers' work performance.

Heads of school districts may use the model as a guide to better comprehend instructional leadership methods that boost teachers' efficiency in the classroom. The research analyzed the instructional leadership practices of school administrators via four lenses: instructional resource allocation, instructional supervision, professional development opportunities, and incentives. Allocating instructional resources, overseeing instruction, giving chances for professional development, and incentivizing instructors are all ways in which the head of the institution may guarantee that effective teaching is taking place. The goal is to enhance teacher capacity so that they can perform better. Instructional resource allocation, instructional supervision, professional development opportunities,

and incentives offered by school administrators were said to affect teachers' productivity in the classroom according to Hallinger and Murphy's (1985) model of instructional leadership.

2.3.2 Campbell et al.'s (1993) Theory of Job Performance

This research was driven by Campbell et al.'s (1993) theory of job performance as it aimed to evaluate the impact of teachers' work performance on educational institutions' success. A job performance model with eight elements was proposed by Campbell, McCloy, Oppler, and Sagger (1993). This model expanded upon Campbell's (1990) taxonomy, which evaluated performance using five factors: general skills, leadership effort, body strength, work-specific skills, communication skills, effort demonstration, individual discipline maintenance, facilitating the performance of peers and teams, directing (supervision), and management. Work specific skills refers to an individual's capacity to perform the core substantive or technical tasks central to the job. A job's abilities are the actions that go along with its essential responsibilities. In the field of education, for instance, "work-specific skills" mean the ability to carry out the primary technical duties of a teacher's position. As part of their job description, teachers are expected to do a variety of tasks related to teaching. These tasks include creating lesson plans and notes based on curriculum and syllabi, keeping records of student work and progress, evaluating students' progress, and providing feedback. Teachers make a personal commitment to prepare lessons, adapt themselves and the lessons to meet diverse learners' needs, and conduct themselves appropriately to improve the student/teacher relationships necessary for improved learners' performance. Additionally, teachers are expected to collaborate with parents/guardians and other stakeholders through planned meetings to disseminate information. Teachers must demonstrate and apply professional knowledge as they perform different activities as part of their specific job.

The fact that most people often have to carry out duties or exhibit performance behaviors that aren't directly related to their job description is an example of a non-work-specific talent. Behaviours that are common to all or almost all employees but not unique to any one position make up this aspect. Such pursuits may take the form of guiding students or participating in extracurricular activities while at school. A person's proficiency in speaking and/or writing is known as their communication abilities. Being able to do this well at work is essential. This dimension acknowledges that individuals in most jobs must communicate properly in writing or verbally. For instance, a teacher must communicate periodically, both orally and in writing in order to perform the work effectively. Furthermore, a teacher needs to communicate effectively with the parents regarding the progress of their children at school and discipline issues.

Effort demonstration in teaching is marked by teachers' enthusiasm and persistence in completing tasks, including their willingness to work under adverse conditions and expend extra effort as needed (Armstrong, 2014). A supportive work environment, where teachers have personal space and autonomy, enhances their motivation and encourages innovation and creativity (Abdullah & Wan, 2013). Integrating ICT into teaching, for instance, can improve learning outcomes by providing diverse educational resources. According to the model, teachers who consistently demonstrate effort and accomplish tasks should be recognized through incentive programs (Wei et al., 2021). Individual discipline is crucial and involves avoiding negative behaviors such as excessive absenteeism, poor time management, and rule infractions. Teachers are expected to be punctual, adhere to school regulations, and comply with professional standards like the Code of Regulations for Teachers (CORT) and the Code of Conduct and Ethics (COCE) to effectively meet institutional goals and ensure productive performance (Muchelule, 2015).

An individual's level of support for their peers, assistance with work-related issues, and role as a co-trainer all contribute to the facilitation of peer and team performance. Being an effective role model, maintaining group focus, and encouraging others to participate are all ways a person may help a group work more smoothly. A teacher helps peers and functions better by being a role model, ensuring the focus of the teams is directed towards the goals and strengthening active participation by peers. Not only do teachers hold themselves accountable individually, but they also hold each other accountable as peers when functioning as a team. Teachers work together as peers to collectively solve problems related to instruction, assessment, and student issues as part of their job-related performance tasks. Teachers are also involved in peer learning at school and cluster levels, subject panels in different levels and participate in training and marking of exams at different levels. This has an effect in terms of their growth and development professionally. Arguably, collegial relationships among teachers and teacher collaboration produce significant benefits for students, teachers themselves, the school and ultimately improve their performance.

The term "supervision" or "leadership" encompasses any activity with the goal of influencing subordinates' performance by direct, personal contact. An employee's level of success and happiness on the work is greatly affected by their supervisory and leadership qualities. The reason for this is that goal tenability becomes a reality when instructors are monitored since their performance becomes systematic and predictable. The management and administration factor encompasses the following performance behaviors: defining the unit's or institution's objectives, allocating resources effectively, keeping tabs on progress, assisting with problem solving, managing costs, securing additional

resources, and representing the unit in interactions with other units, outside organizations, or the general public.

Campbell et al.'s (1993) theory of job performance, however, is not without shortcomings as argued by various researchers. Hogan & Holland (2003) observe that Campbell et al.'s (1993) argument that job performance is multidimensional is faulty. The researchers argue this is not always the case. The theory ignores individual employee attributes that affect teacher behavior. However, despite these limitations, the theory has passed the test of time for it is empirically tested and it remains relevant when exploring teachers' performance. As an instructional leader, the school's head makes sure that teachers are applying and practicing what they've learned, making their classrooms comprehensive learning environments, growing professionally, acting professionally, and being active members of professional learning communities—all of which are components of Campbell et al.'s (1993) theory of performance.

Eight components make up the notion of job performance: talents related to the task itself, skills unrelated to the work, communication, effort display, maintaining personal discipline, helping teammates and peers do better, directing (supervision), and management. Campbell et al.'s (1993) eight-factor theory of performance on the job is applicable to the research. The theory was well-suited to the research since it provided an explanation for the dependent variable in the study—the effectiveness of the instructors' job. While performing their duties, teachers are obliged to link the discussed eight components of the theory to teaching and learning process by applying and practicing professional knowledge, creating comprehensive learning environments in their classrooms, developing themselves professionally, displaying professionalism in their conduct and participating in professional learning communities. The theory not only upholds the view that teachers must perform

as expected but also provides a grounding that optimal teachers' work performance is required not only to attain school goals and targets set but also enhance teachers' TPAD average scores.

2.4 Conceptual Framework

The conceptual representation showing the relationship between the study variables is as shown in Figure 1.

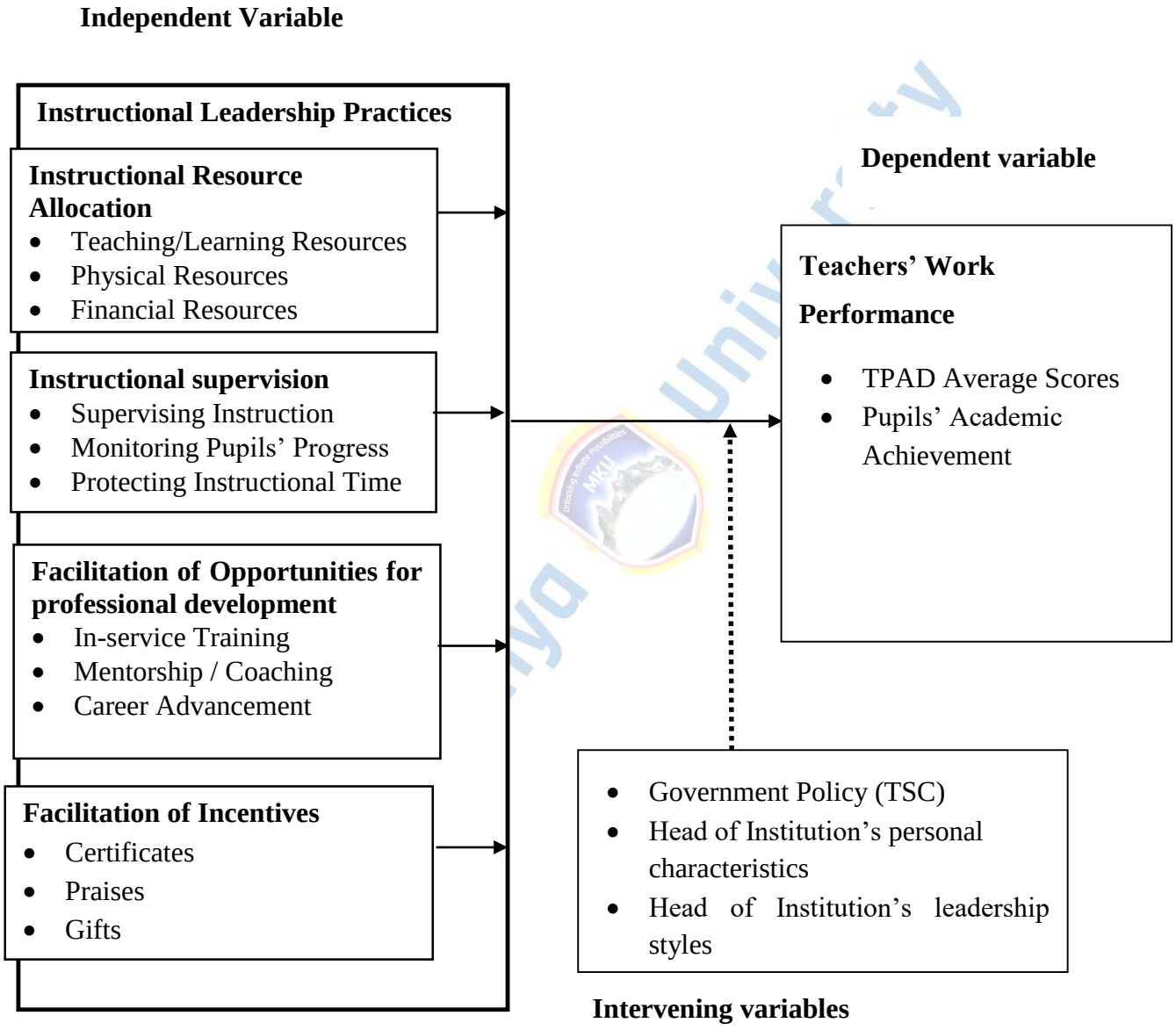

Figure 1: Influence of Heads of Institutions' Instructional Leadership Practices on Teachers' Work Performance in Public Comprehensive Schools in Nakuru County, Kenya.

Source: Researcher (2023)

According to Orodho (2009), a conceptual framework shows variables, indicators of those variables, and the connections between those variables. Teachers' job performance as measured by TPAD average scores and students' academic accomplishments is the dependent variable in Figure 1's conceptual model. The four instructional leadership practices—instructional resource allocation, instructional supervision, facilitation of professional development opportunities, and incentives—are seen as the independent variable. Pupils' academic achievements is also used as a measure of teachers' work performance since teaches have direct contact with the pupils as they perform their teaching activities. It is necessary to use pupils' academic achievement because to some extent it reflects on teachers' work performance. The instructional leadership practices are indicated to directly influence teachers' work performance. The development of a vision and setting the direction for the school, which is central to leadership, is excluded by the researcher as it is not explicitly addressed in the model, focusing instead on specific instructional leadership practices like resource allocation, supervision, professional development and incentives.

Figure 1 further shows the interactions of the independent and intervening variables of the study that may directly or indirectly influence the dependent variable. A situational factor that may affect teachers' work performance is head of institutions' personal characteristics, leadership styles and government policies. The intervening variables were not studied and would be controlled by ensuring equal representation among respondents and that sampled schools were not subjected to any form of bias arising from the influence of these characteristics.

2.5 Research Gaps

Allocating instructional resources, supervising teaching, offering chances for professional development, and incentivizing teachers are some of the instructional leadership strategies examined. There were several blanks in the examined research that this one aimed to fill. Regarding the first objective, which is to determine how school administrators' decisions about instructional resource allocation affect teachers' productivity on the job, the reviewed literature stresses how important it is for school administrators to provide sufficient funding for classroom instruction (Akinsanya et al., 2010; Orodho et al., 2013; Andisi, 2014; Akungu, 2014; Hill et al., 2015). In the absence of an empirical solution to the gap in the setting of public comprehensive schools, the research that were examined failed to show how instructional resource allocation affects teachers' job performance.

According to research that looked at studies that were relevant to objective two, which was to find out how school principals impacted teachers' work performance through instructional supervision, principals monitored teachers' work by looking at documents like class attendance records, lesson plans, and notes (Karega, 2013; Ghavifekr & Ibrahim, 2014; Lyonga, 2018). This was being done in many schools however, most studies were done outside Kenya and in the context of secondary schools. The few done in Kenya were conducted in different geographical regions thus presenting a contextual gap that left questions whether the findings were replicable in public comprehensive schools in Nakuru County, thus pending an empirical answer.

The literature review conducted for the third objective of the study, which was to determine how school administrators' support of professional development opportunities affects teachers' effectiveness on the job, reaffirmed the importance of school administrators facilitating professional development opportunities for teachers. One of the critical elements of instructional leadership is to

create a culture of continuous learning in institutions. Studies reveal that provision of professional development opportunities was ongoing in schools in most countries both developed and developing countries (Burns & Lawrie, 2015; Khan, 2012; Sedova et al., 2016). These studies, however, did not specifically focus on the instructional leadership practice of provision of professional development opportunities by the heads of institutions' influence on teachers' work performance considering that professional development is one of the competency areas in the TPAD (2016). A gap still existed on whether the provision of professional development opportunities will translate into effective teachers' work performance explained by the TPAD scores in public comprehensive schools in Nakuru County.

Several studies that looked at objective four—which was to find out how school administrators' efforts to incentivize teachers' work affected their performance—emphasized the importance of school administrators taking action to improve classroom instruction through the use of financial incentives (Leteane & Moakofhi, 2015; Muchelule, 2015; Wills, 2016). Nevertheless, the research failed to demonstrate how school administrators' responsibilities as instructional leaders can influence teachers' effectiveness on the job. To determine how much of an impact school principals' incentive program had on public comprehensive school teachers' productivity in Nakuru County, further study was required.

2.6 Summary of Literature

The impact of school administrators' instructional leadership styles on classroom teachers' productivity was the primary topic of the studied international, national, and local literature. The research study confirms what many have suspected: school administrators' instructional leadership techniques have the potential to have a significant impact on faculty members' productivity in the classroom. In their

roles as instructional leaders, school administrators should ensure that their curricula have enough funding to be implemented successfully (Nyanya, 2015). However, several studies revealed that unavailability and inadequacy of teaching learning resources were found to negatively affect the effectiveness of teachers in the use of different teaching methods thus affecting effective work performance (Wairimu, 2016). The study by Pintilie and Bedrule-Grigoruta (2016) highlights the significance of financial resources in the education system, particularly in improving school results and overall education quality. The findings suggest that when schools receive adequate financial resources, they can effectively utilize these resources to enhance the performance and efficiency of teachers, students, and school management.

Review of literature has established that the main reason for conducting instructional supervision is to help teachers in their professional development goal which results in quality instruction and ultimately improvement of pupils' academic performance (Weerakoon, 2017). The head of institution as an instructional leader has to frequently check on teachers' professional documents which have to be up-to-date, monitor and observe teachers' classroom teaching and promptly give feedback, and check learners' progress. However, a study by Karega (2013) concluded that most heads of institutions did not perform instructional supervisory duties like frequently conducting lesson observations, inspecting students' and teachers' notes. As a consequence, learning outcomes were poor as evidenced by ineffective teachers' work performance.

Professional development is an integral component of the instructional leadership practice of a school head, as teachers need to develop professionally and be informed about new developments in the field of education. Extant literature has espoused how heads of institutions as instructional leaders provide

professional development undertakings to meet teachers' needs in the class as well as planning staff development initiatives that will enable teachers to reach their full potential (Sedova et al., 2016). A study by Kyei and Osei (2019) revealed that teachers were not provided with professional development opportunities by the school leadership and not allowed to put into practice at school what was learnt at seminars, workshops and conferences. Lack of implementation of the knowledge learnt during continuous professional development programs in schools was a demotivating factor which impacted negatively on teachers' work performance (Selemani-Meke, 2013).

In the empirical research, non-monetary incentives are defined as non-cash rewards given in recognition of exceptional performance or achievement. Incentives that do not include monetary compensation might take the form of social acceptance, vocal plaudits, acknowledgment, letters of gratitude, presents, complimentary meals and tea, and even vacations. Both the creation of a conducive work environment and the enhancement of employee motivation via these incentives are vital (Abdullah & Wan, 2013). Wei et al. (2021) found that instructors' motivation, work satisfaction, and dedication to their profession were all positively impacted by receiving praise. According to Wei et al. (2021), teachers' performance was enhanced when they were publicly praised, which served as a motivation for ongoing professional growth and improvement. As it is argued, recognizing and appreciating achievement is one way of motivating workers which impacts positively in improving productivity and performance at the workplace. However, lack of teacher incentives for primary school teachers who hold various educational degrees has discouraged and affected their effectiveness in instruction as they use information and communication technology (ICT) during lessons in comprehensive schools (Leteane & Moakofi, 2015).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Included in this chapter are the study's methodology and design, as well as its location, demographic of interest, sampling strategy, and sample size. Methods for conducting a pilot study, collecting data, analyzing that data, presenting the results, and ethical issues are all covered in this chapter.

3.2 Research Methodology

Research methodology is a philosophical stance or worldview that motivates and informs the style of research (Creswell & Creswell, 2017). Since this study utilized mixed methods of data collection and analysis, it was guided by pragmatism philosophical paradigm. According to Kelly and Cordeiro (2020), pragmatism research philosophy involves using methods that are best suited to the research problem and accepts concepts to be relevant only if they support action. Pragmatics recognize that there are many different ways of interpreting the world and undertaking research, that no single point of view can give the entire picture. This philosophical view supports the use of a mix of different research methods, techniques, and procedures related to qualitative and quantitative research to provide the best understanding of a research problem. The view also recognizes that every method has its limitations and that the different approaches can be complementary.

Because it used a mixed-methods strategy, the research was able to include qualitative and quantitative information. By using a document analysis guide, focus groups, and interview schedule, the researcher was able to connect with students, school administrators, and QASOs to get detailed information, making the qualitative method the most suitable. This was with regard to teachers' work performance

and the practices employed by the heads of institutions as instructional leaders and its influence on teachers' work performance. The quantitative approach was also appropriate because, the questionnaire, which was a quantitative research tool, was administered to teachers to elicit information, which might not be obtained through the interviews. The quantitative approach complemented the qualitative approach to attain more explicit research results. One of the advantages of using a mixed-methods approach is the ability to carry out triangulation - the use of several means (methods, data sources) to examine the same phenomenon. The mixed-methods approach also enabled the complementarity of research findings - qualitative and quantitative data were used together to give deeper insights into this study on the influence of heads of institutions' instructional leadership practices on teachers' work performance. (Lyons & Doueck, 2010).

Both independent and dependent variables are part of the study's variables. The four main areas of instructional leadership techniques used by school administrators—allocating instructional resources, supervising teaching, creating opportunities for professional development, and incentivizing teachers—form the basis of the independent variables. The many leadership methods used by school heads to impact school operations are represented by these factors. The distribution of educational materials and resources is known as instructional resource allocation. Supervision of instruction entails monitoring and directing teaching practices. Providing opportunities for professional development involves offering training and growth programs. Incentives, on the other hand, include rewards and recognition for teachers. The independent variables are hypothesized to influence teachers' work performance. The dependent variable is teachers' work performance, measured through TPAD average scores. Describing these variables clearly is essential for understanding how each of the heads

of institutions' practices contributes to or influences teachers' effectiveness and work performance in their duties and ensuring accurate analysis and interpretation of their relationships.

3.3 Research Design

The research used a convergent parallel mixed-methods strategy. Researchers using convergent parallel designs execute both qualitative and quantitative procedures simultaneously, with equal weight, in a single phase. The plan calls for collecting both quantitative and qualitative data simultaneously, evaluating each set separately, and then combining the sets to draw conclusions (Creswell & Creswell, 2017). The simultaneous collection of qualitative and quantitative data led to the selection of this study design. Before combining qualitative and quantitative data for interpretation, each kind of data was examined separately. While analyzing the data, the researcher sought for any similarities or differences, as well as any inconsistencies or correlations, between the two datasets. The convergent design's goal was to facilitate the gathering of different but complementary data in order to get a comprehensive understanding of the study topic. The decision to use this design was based on a desire to combine the benefits of quantitative techniques (big sample size, generalizability) with those of qualitative approaches (small sample, specificity, depth). Further, the researcher triangulated the methods by comparing and contrasting quantitative statistical results with qualitative findings for justification and validation purposes (Creswell & Creswell, 2017).

For the quantitative method, a descriptive survey format was used. Using a descriptive survey methodology, we may learn about people's experiences, connections, behaviors, attitudes, and perspectives in schools (Tavakoli, 2012). This research aimed to determine if and to what degree instructional leadership strategies were used by public comprehensive school heads in Nakuru County,

and if so, how these practices affected the performance of teachers in the classroom. Because it allowed the researcher to get information on the respondents' views, attitudes, and habits without changing any variables, descriptive survey design was an acceptable approach for the study. Phenomenology, a method for gaining insight into the world via human experience, was used in the qualitative approach (Manen, 2014). Because the purpose of this study was to understand and describe the participants' perceptions and experiences regarding the impact of instructional leadership practices on teachers' work performance, phenomenology was used to gather detailed information about the participants' perceptions and experiences through focus groups and interview schedules.

3.4 Location of the Study

The study location was in Nakuru County, Kenya. The public comprehensive schools in Nakuru County were distributed over eleven sub-counties. Nakuru County covers 7510 km^2 and is bordered by Baringo County to the North, Nyandarua County to the East, Kajiado County to the South, while Bomet and Kericho Counties border Nakuru County to the West (Appendix 14). Nakuru County was selected for the study due to its diverse educational landscape and the varying degrees of resources and support available across its public comprehensive schools, which provides a rich context for examining the influence of instructional leadership practices (County Government of Nakuru, Education Sector, 2024; Ngare, et al., 2023). Additionally, focusing on Nakuru County allows for a targeted investigation into how specific heads of institutions' instructional leadership practices influence teachers' work performance within a defined regional setting, contributing to a deeper understanding of local educational dynamics. There was also scanty literature on the influence of heads of institutions' instructional leadership practices on teachers' work performance as measured by TPAD average scores. Additionally, there was little research-based information on the use of pupils

as participants through focus group discussions to elicit in-depth information about teachers' work performance. As a result, these prevailing conditions in public comprehensive schools provided ideal conditions to warrant a study in Nakuru County.

3.5 Target Population

All parties with an interest in public primary education in Nakuru County, including the 680 public comprehensive schools, are the study's target group. According to the Nakuru County Education Office (2021), as shown in Table 1, the population is specifically composed of 57,800 students, 680 heads of institutions, 7,741 instructors, and 11 QASOs. The heads of institutions and their instructional leadership methods are the main subject of this study, and they are referred to as the unit of analysis. As they directly interact with and observe the instructional leadership practices and their impact on teachers' work performance, the heads of institutions, teachers, and QASOs make up the unit of observation. They will provide data through surveys, interviews, and other data collection methods.

3.6 Sampling Procedures and Sample Size

Sampling refers to the process of selecting a small number of study participants from the study's target population in order to make an inference about the entire population (Kumar, 2011). In this study, sampling involved the following:

3.6.1 Sampling of schools

Even though there are 11 sub-counties in Nakuru County, this study created 9 clusters of the sub-counties informed by the uniformity of ecological, administrative, and geographical characteristics. For the purpose of this study, Nakuru West and Nakuru East were combined into one cluster, namely

Nakuru E & W. Kuresoi North and Kuresoi South, were combined into one cluster namely Kuresoi N&S. This meant that in total, 9 clusters were created and used. Cluster sampling technique was employed in the selection of the schools. From each cluster, a simple random sampling procedure was undertaken to select the number of schools. Using cluster sampling ensured even coverage across the groups (Remler & Van Ryzin, 2014). There were 680 public comprehensive schools in Nakuru County spread over nine sub-counties created for this study. Cooper and Schindler (2014) observed that 10 to 30% of the target population was adequate if the study population was less than 10,000. In this study 10 % was adequate for analysis, therefore 10% of the 680 schools was the sample unit size for schools, thus 68 schools. The 68 schools were constituted by picking 10% from each cluster and undertaking simple random sampling to pick specific schools to be used in the sample.

The study also conducted 10 focus group discussions, one per school in each sub county, except Kuresoi sub-county where the researcher conducted 2 focus group discussions owing to its vastness and number of schools' population. The researcher employed simple random sampling technique in the selection of these 10 schools out of the population of 68 public comprehensive schools. The lottery method was used. According to Kothari (2004) lottery method is one of the ways to carry out simple random sampling and has the advantage of the ease of the sampling process. Each school's name in the cluster was written on a piece of paper and shuffled in a box and picking the required sample size from each cluster was done.

3.6.2 Sampling of Heads of institutions and QASOs

The study sample for the heads of institutions and QASOs were selected using purposive sampling technique, given that there was only one head of institution per school (in each of the sampled schools) and one QASO per sub-county in Nakuru County. As Cohen et al. (2013) assert, purposive sampling

provided greater in-depth findings than other probability sampling methods. The heads of institutions and QASOs were automatically included in the study because they have unique characteristics, have specific information needed for the study, and are knowledgeable about the issues under investigation (Remler & Van Ryzin, 2014).

3.6.3 Sampling of Teachers

To make sure that the study included instructors with the right kind of expertise, researchers utilized a purposeful sampling technique to choose them. Teachers in grades four through eight were chosen for this position because they have a significant impact on students' development as learners and leaders during these formative years. The study's goals were to investigate instructional techniques and difficulties at the elementary level, so it made sense to concentrate on these grades. This doesn't mean that instructors at higher levels don't have the necessary expertise, however. For classes with many streams, we used the lottery technique of simple random sampling to choose instructors at random, making sure that all institutions were represented fairly. This approach facilitated a comprehensive understanding of the study's objectives without undermining the contributions of teachers in other grades.

3.6.4 Sampling of Pupils

From the selected schools, purposive sampling procedure was used in the identification of Standard 8 pupils from which the sampling frame for the FGD participants was drawn. In this case, Standard 8 pupils were selected due to the time they had stayed in the school. They were in a position to share views on teachers' work performance basing on their long experience in school. In the selection of the FGD participants, simple random sampling was used to select six (6) pupils from one school selected

from each cluster. A total of 10 FGDs were conducted each comprising 6 participants, thus translating to 60 pupils. The pupils were stratified into two; boys and girls, thus 3 boys and 3 girls. Using the lottery method of simple random sampling, the researcher started by dividing the learners into two groups, Group A representing girls, and Group B representing boys. Numbers informed by class size were written on pieces of paper and shuffled in a box. Three 'lucky' numbers were identified followed by a simple ballot process. The pupils picking the 3 'lucky' numbers in each group participated in the FGD.

3.6.5 Sample Population

In this study the sample for schools were 68 schools. Given that there is only one head of institution per school, the sample size for heads of institutions was also 68 as shown in Table 1. The sample size for QASOs was informed by the number of clusters created for this study. Since there are 9 clusters, 9 QASOs were selected to participate in the study as shown in Table 1. The sample size for the teachers in this study was calculated using Nassiuma (2001) formula as follows;

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

Where: n = Sample Size; N = Target Population; C = Coefficient of Variation ($21\% \leq C \leq 30\%$); e = Precision Level ($2\% \leq e \leq 5\%$). Therefore,

$n = \frac{7741\ x\ 0.30^2}{0.30^2+(7741-1)0.02^2}$ = 218.6723164 = 219 teachers

The sample size was 219 respondents. Additionally, Salkind (2010) recommends that to account for uncooperative respondents, oversampling the sample size by 40% - 50% is ideal. Increasing the sample by 50% gives 219 + 110= 329 teachers. There were ten focus group discussions - one per Sub County.

Each of the focus group discussion had 6 pupils. Therefore, there were 60 pupils participating in the FGDs.

Table 1: Sample Distribution Table

Sub-County	Public schools	No. of schools (10% of the N)	No. of H/ teachers	QASOs	Teachers (N)	% Pp of N of 68 schools	No. of teachers (329x% Pp)	FGD
Nakuru E & W	62	6	6	1	1117	14%	47	1
Subukia	42	4	4	1	521	7%	24	1
Rongai	77	8	8	1	887	11%	36	1
Nakuru North	41	4	4	1	870	11%	36	1
Molo	51	5	5	1	794	10%	33	1
Njoro	89	9	9	1	873	11%	36	1
Naivasha	71	7	7	1	836	11%	36	1
Gilgil	71	7	7	1	606	8%	27	1
Kuresoi N&S	176	18	18	1	1237	16%	53	2
Total	**680**	**68**	**68**	**9**	**7741**	**100%**	**329**	**10**

Source: Researcher (2023)

Key: Pp = Proportion, N = population

3.7 Sample Size

The study therefore used a sample size of 60 pupils, 329 teachers, 68 heads of institutions, and 9 QASOs hence a total of 466 study participants.

3.8 Research Instruments

In order to collect data for the research, a questionnaire, interview schedule, FGDs, and document analysis checklist were developed. Since a large number of individuals could be surveyed with little effort and time spent on questionnaires, they were deemed suitable for this research (Abawi, 2013). In order to get a thorough understanding of instructional leadership techniques and instructors' job performance in public comprehensive schools, a document analysis checklist, student focus groups, and an interview schedule were used. Data was gathered using the following instruments: student focus groups, teacher questionnaires, interview schedules for institution heads and QASO, and a document analysis checklist.

3.8.1 Questionnaire for Teachers

One self-complete questionnaire which the participants were required to fill with close-ended items in structure was constructed based on the research objectives and literature reviewed. The close-ended type of items helped to facilitate consistency of certain type of data across respondents (Gall et al., 2012). The teachers' questionnaire had two sections. The first section contained four items to collect demographic data including age, academic qualification, working experience, and average rating in respect to specific performance competency areas based on their latest performance appraisal results in the TPAD. Parts B–E of the second section's Likert scale questions tested school principals' claims about the efficacy of four instructional leadership practices: incentive programs, professional development opportunities, instructional supervision, and the allocation of school resources.

3.8.2 Interview Schedule for Heads of institutions and QASOs

To learn more about how instructional leadership techniques affect teachers' productivity on the job, we created an interview schedule and sent it out to school administrators and QASOs. Questions designed to elicit qualitative responses were included in the interview schedule as open-ended questions. Open-ended type of items gave respondents freedom of response and also made it possible for the interviewee to add new questions and probe further during the interview process to seek in-depth information about the study phenomena (Gall et al., 2012). The interview schedule designed helped ascertain whether instructional leadership practices had any influence on teachers' work performance.

3.8.3 Focus Group Discussions for Pupils

Focus groups help in understanding collective responses regarding a phenomenon. The FGDs were not only useful in collecting qualitative data but also enabled the researcher to probe further and seek clarification on responses given by participants so as to understand teachers' work performance. FGDs were also useful to triangulate with other forms of interviewing, questionnaire and document analysis (Cohen, Manion & Morrison, 2018).

3.8.4 Document Analysis Checklist

The purpose of this research was to examine the impact of instructional leadership methods on the efficiency and effectiveness of classroom instructors. The following types of documents were located and gathered: class attendance records, lesson plans, schemes of work, registers of work, records of learners' progress, forms for lesson observation, reports on instructors' supervision, QASO reports, and TPAD evaluation forms. The goal was to shed light on how school administrators' instructional

leadership styles affect classroom performance. The researcher was able to double-check the information gathered from the interviews using the document analysis checklist.

The inclusion of TPAD appraisal forms in the document analysis served several purposes. Firstly, it allowed for cross-verification of the questionnaire responses, enhancing the reliability and validity of the data collected on performance. By comparing self-reported data with documented appraisals, researchers could identify any discrepancies or biases in the responses. Secondly, the appraisal forms provided a standardized measure of performance, offering a benchmark against which individual and overall performance could be assessed. This was particularly useful for identifying trends and patterns in performance across different schools or teachers. Finally, the TPAD appraisal forms, being periodically updated and inspected by various school officials, added a layer of rigor and objectivity to the performance evaluation, ensuring that the data collected reflected actual performance rather than perceptions or self-assessments alone.

3.9 Piloting of Research Instruments

Piloting is a crucial step in the research process as it allows for the identification and rectification of any ambiguities or uncertainties in the research instruments. Furthermore, it helps assess the practical aspects of data collection, such as the time required for respondents to complete the instrument. Piloting would verify the research instruments for appropriateness of items to identify any ambiguous and/or unclear items and if any, modifying the items. Therefore, the need to confirm the validity and reliability of the data collecting tools used in this research was the driving force for the implementation of a pilot study. As advised by Cooper and Schindler (2014), seven public comprehensive schools in Baringo County, Kenya, or 10% of all the schools in the greater research

region, were chosen to guarantee an extensive and successful pilot study. The real research did not include the pre-test schools. The choice of Baringo County for the pilot was informed by its similarity in sociodemographic characteristics to Nakuru County, where the main study took place. The pilot study involved 49 respondents- 35 teachers, 7 heads of institutions, 6 pupils and 1 QASO.

The pilot revealed useful feedback that was invaluable in refining the instruments for the main study. During the pilot, it became evident that some items in the questionnaire were unclear or ambiguous to the participants. Their feedback highlighted the need to rephrase or simplify certain questions. As a result, these questions were revised to ensure that they were easily understood by the respondents. The pre-test assisted in determining the approximate amount of time needed to conduct the focus groups and interviews as well as the amount of time needed to complete the questionnaire. The instrument was changed to condense the questions or provide more time for the primary data collection in cases when the focus groups and interviews were too drawn out. Thus, the pilot was useful as it helped in giving an estimated time in the administration of the data collection instruments enabling proper, effective and efficient planning for the main research. The pilot also enabled the researcher be aware that there was need to prior organize for the discussion sites to facilitate conducting the focus group discussions. Thus, the pre-test helped the researcher to map and contact the pupils and heads of institutions in the schools where the discussions would be conducted.

3.10 Testing for Validity and Reliability of Research Instruments/Dependability and Credibility

Both qualitative and quantitative data were gathered for this investigation. In order to address the validity and reliability of research instruments with regard to the mixed-methods approach, a number of processes and trustworthiness criteria were put into place.

3.10.1 Validity of the Questionnaires for Teachers

In establishing the validity of the questionnaires, face and content validity were examined. Face validity refers to the logical link between each question and the objectives of the study and it was established through seeking an expert opinion from the researcher's supervisors and experts in the School of Education who reviewed the instruments for item clarity, grammar, syntax, and format. Content validity is the extent to which the items in the questionnaire provide adequate coverage of a phenomenon under investigation and is improved through expert judgement. The researcher sought expert opinion, advice and assistance from the research supervisors who matched the items of the instrument with the researchers' questions to determine whether or not the instruments were valid.

3.10.2 Reliability of the Questionnaires for Teachers

Cronbach alpha was used to test items' internal consistency in the questionnaires. Cronbach alpha was suitable because the instrument used a Likert-scale type of questions, and it only required one administration of a test to establish the relationship between items in the test. In applied settings too, a researcher may not have the time, resources, or ability to conduct multiple administrations of a test (Picardi & Masick, 2013). Cronbach's alpha is most suitable for assessing the reliability of instruments measuring the same construct, making it appropriate here if all items assess a single concept, such as teachers' performance. Cronbach's alpha was chosen over test-retest reliability due to its suitability

for assessing internal consistency in instruments with multiple items measuring the same construct, like Likert-scale questionnaires. Cronbach's alpha provides a measure of how closely related a set of items are as a group, which is crucial for determining whether the items in the questionnaire consistently measure the same underlying construct. Additionally, using Cronbach's alpha allows for evaluating reliability within a single administration, which is more efficient and aligns well with the study's design and data collection process.

A Coefficient alpha of greater than 0.7 is considered appropriate for the use of the instrument (Cronbach, 1951). In the current study, the Cronbach Coefficient Alpha was calculated using the responses of the piloted questionnaire and an index of 0.884 was obtained, making the instrument reliable.

Reliability Statistics

Cronbach's Alpha	N of Items
0.884	26

The Cronbach Alpha coefficient was 0.884, which passed the test of $\alpha > 0.7$. The number (N) of items refers to the number of questions in the questionnaire.

3.10.3 Credibility and Dependability of Qualitative Instruments

To establish and enhance the trustworthiness of qualitative research and lending credibility and dependability to research findings, triangulation, thick description and an audit trail were used. Triangulation enhances the robustness and credibility and dependability of qualitative research findings, further contributing to the guides' validity and reliability. In this study, data triangulation and

methodological triangulation were done. Data triangulation made use of the literature review, questionnaires, interviews, and document analysis checklist and FGDs. Both qualitative and quantitative methods were used to analyze the research variables for methodological triangulation. Based on an analysis of relevant literature and current research on instructional leadership techniques and teachers' job performance, the interview and FGD guidelines were created. The literature review ensured that the questions in the guides were aligned with established theories and concepts in the field. In carrying out FGDs and interviews, the study used purposive sampling, semi-structured questions, audio recording, transcription, coding and thematic analysis. Purposive sampling would provide greater in-depth findings than other probability sampling methods.

The interview and FGD guides were pre-tested on a small group of participants who were similar to the main study participants in terms of characteristics and experiences. This allowed for the identification of any ambiguous or unclear questions and potential areas of improvement. Moreover, the questions in the guides were designed to be open-ended, allowing respondents to provide detailed responses and facilitating probing for deeper insights during the interview or FGD. The use of open-ended questions aligns with best practices in qualitative research, as it encourages respondents to share their perspectives freely and minimizes the risk of interviewer bias enabling findings that were based on the participants' responses. The use of FGDs helped triangulate data from various sources, including interviews, questionnaires, and document analysis, providing a more comprehensive and validated understanding of teachers' work performance. The findings were triangulated in order to provide an in-depth explanation about the study variables. Triangulation also helped in minimizing bias and interrogating the integrity of the participants (Anney, 2014).

Thick description that involved explaining all the research processes from data collection to the production of the final report was used. Thick description would enable other researchers to replicate the study with similar conditions in other settings. In this study, the researcher described in rich and great detail the instructional leadership practices and teachers' work performance concepts in Chapter One, the setting, respondents, samples of the respondents and the data collection procedures. Additionally, the researcher used experts in the area of the research for examination and review of the research process and during data analysis to ensure consistent and replicable findings. The researcher also ensured that all the information relating to how data was collected, recorded and analyzed was taken into consideration through proper keeping of documents such as interview notes and records observed during the data collection process for audit trail.

3.11 Data Collection Procedures

Instruments used for the collection of data were pupils' FGD guide, teachers' questionnaire, interview schedule for heads of institutions and QASOs, and document analysis checklist. The researcher sought a letter of introduction from Mount Kenya University and obtained a permit to carry out research from NACOSTI. The researcher then went to each of the schools under the study to book an appointment to visit and administer the questionnaires. The researcher then talked to the heads of institutions and teachers on the purpose of the study and the importance of participating to lessen suspicion and remove any fears that they might have which could affect their responses. The researcher then asked for participants' consent and signed consent forms. The self-administered questionnaires were distributed to the participants by the researcher through the help of research assistants and given time to complete them and then collect soon after. The researcher then asked the heads of institutions for time to answer the interview questions to which responses were tape-recorded and notes taken. The researcher then

conducted the FGDs preferably after the last lesson at 3.30 pm so as not to interrupt the schools' learning schedule. The researcher sought permission to record interviewees as they respond to questions. The notes and recordings from the interview were saved for later use after being checked for relevance. After that, the researcher looked into a number of papers pertaining to instructors' job performance, including lesson plans, schemes of work, records of work, learners' progress records, and TPAD assessment forms. To aid with the enrichment and validation of primary data during report writing, the information was included into the document analysis checklist. The individual was then thanked by the researcher for their participation.

3.12 Data Analysis Procedures

Qualitative data obtained from the pupils' FGDs, heads of institutions and QASOs' interview schedules were analyzed thematically. The data collected was analyzed through categorization, finding common patterns and themes before tallying all similar responses. According to Creswell (2014), thematic analysis involves six stages. After the researcher collects transcripts, field notes and tape recordings, data gathered was organized and prepared for analysis (familiarizing of data). The next stage involved coding the data by a computer (coding). In the next stage, the researcher looks for common themes, defines and names the themes (searching for themes). The researcher then reviewed and revised the themes by identifying recurring themes, language, opinions and beliefs (reviewing data). The following stage involved is interrelating the themes by examining if the themes brought out any relationships between variables of the study (interrelating the themes). Finally, the researcher interpreted the meaning of themes (interpreting themes). The results were presented as narrative forms.

Sorting, coding, and keying quantitative data into Statistical Packages for Social Sciences version 25 was done. Frequency counts and percentages were among the descriptive statistics used to characterize the Likert scale items acquired and the demographic attributes data. To examine the hypotheses, inferential statistical tests (HO1, HO2, HO3, & HO4) were conducted. The combination of the four instructional leadership approaches was tested to see whether it had a statistically significant impact on instructors' job performance using multiple regression analysis. Regression analysis is the most appropriate method for determining whether independent variables (i.e., instructional supervision, professional development opportunities, instructional resource allocation, and incentive provision) predict a dependent variable (teachers' work performance), as stated by Orodho (2009). All the statistical tests were done at a 0.05 significance level (reject H_0 when $p \leq 0.05$ and accept H_0 if $p > 0.05$). The following regression model was adopted: $Y = \beta_0 + \beta_1 IRA + \beta_2 IS + \beta_3 PDO + \beta_4 INC + \varepsilon$, where:

Y- Teachers' Work Performance, IRA- Instructional Resource Allocation, IS- Instructional Supervision, PDO- Professional Development Opportunities, INC- Incentives

3.12.1 Objective 1: Influence of Instructional Resource Allocation by Heads of institutions on Teachers' Work Performance

The questionnaire questions, interview schedule, focus group discussions, and document analysis checklist were used to collect both quantitative and qualitative data. Descriptive statistics, such frequency counts, averages, and percentages, were utilized to characterize and display the Likert scale items and the demographic features of the participants. This made it possible for the researcher to compile the data for simple comprehension and to learn more about the popularity of certain item choice answer alternatives among the participants (Gathii, et al., 2019). The relationship between the

distribution of instructional resources and instructors' job performance was found using Spearman rank correlation. The hypothesis (HO1) was tested using multiple regression to determine whether any combination of the four heads of institutions' instructional leadership practices—allocation of instructional resources, supervision of instruction, provision of opportunities for professional development, and provision of incentives—had a statistically significant impact on teachers' job performance. The statistical test was done at 0.05 significance level (reject H_{O1} when $p \leq 0.05$ and accept H_{O1} if $p > 0.05$).

The results from the analyzed quantitative data were presented using frequencies, percentages, means and tables. Qualitative data collected from interview schedules, FGDs and document analysis checklist were analyzed thematically by familiarizing of collected data by the researcher; searching for common themes; reviewing of data to identify recurring themes; classifying responses according to related themes, summarizing the themes and then interpreting the themes. The findings were presented in narrative forms. An in-depth explanation about the impact of instructional resource allocation by school heads on teachers' job performance was provided by triangulating the quantitative and qualitative data.

3.12.2 Objective 2: Influence of Instructional Supervision by Heads of institutions on Teachers' Work Performance

The components in the questionnaire, interview schedule, focus groups, and document analysis checklist were used to create both quantitative and qualitative data. Descriptive statistics, including percentages, means, and frequencies, were used to portray and explain the demographic features of the individuals. The link between instructional supervision by heads of institutions and instructors' job performance was established using Spearman rank correlation. The second hypothesis (HO2) was

tested using multiple regression to see whether the instructional leadership techniques of the four school heads had a statistically significant impact on the performance of the instructors. The statistical tests were done at 0.05 significance level (reject H_{O2} when $p \leq 0.05$ and accept H_{O2} if $p > 0.05$). The results from the analyzed quantitative data were presented using frequencies, means, percentages and tables. Qualitative data collected from the interview schedules, FGDs and document analysis checklist were analyzed thematically by familiarizing of collected data by the researcher; searching for common themes; reviewing of data to identify recurring themes; classifying responses according to related themes, summarizing the themes and then interpreting themes. The findings were presented in narrative forms. Triangulation of the qualitative and quantitative results was done in order to provide an in-depth explanation about the influence of instructional supervision by the heads of institutions on teachers' work performance.

3.12.3 Objective 3: Influence of Facilitation of Professional Development Opportunities by Heads of institutions on Teachers' Work Performance

The components in the questionnaire, interview schedule, focus groups, and document analysis checklist were used to create both quantitative and qualitative data. Descriptive statistics, including percentages, means, and frequency counts, were used to portray and explain the demographic features of the individuals. The relationship between school administrators' support of professional development opportunities and teachers' effectiveness in the classroom was determined using a Spearman rank correlation. To determine if the instructional leadership strategies of the four school heads had a statistically significant impact on teachers' job performance, we employed multiple regression to test hypothesis (HO3). The statistical tests were done at 0.05 significance level (reject H_{O3} when $p \leq 0.05$ and accept H_{O3} if $p > 0.05$). The results from the analyzed quantitative data were

presented using frequencies, percentages and tables. Qualitative data collected from heads of institutions', QASOs' interview schedules, pupils' FGDs and document analysis checklist were analyzed thematically by familiarizing of the collected data by the researcher; searching for common themes; reviewing of data to identify recurring themes; classifying responses according to related themes, summarizing the themes and then interpreting themes. A narrative style was used to convey the results. A thorough explanation about the impact of professional development opportunity facilitation on teachers' job performance was provided by triangulating the qualitative and quantitative outcomes.

3.12.4 Objective 4: Influence of Facilitation of Incentives by Heads of institutions on Teachers' Work Performance

The components in the questionnaire, interview schedule, focus groups, and document analysis checklist were used to create both quantitative and qualitative data. Descriptive statistics, including percentages, means, and frequencies, were used to portray and explain the demographic features of the individuals. The link between school administrators' facilitation of rewards and teachers' job performance was established using Spearman rank correlation. To determine whether the instructional leadership strategies of the four school heads had a statistically significant impact on teachers' job performance, we employed multiple regression to test hypothesis (HO4). The statistical tests were done at 0.05 significance level (reject H_{O4} when $p \leq 0.05$ and accept H_{O4} if $p > 0.05$). The results from the analyzed quantitative data were presented using frequencies, percentages and tables. Qualitative data collected from the interview schedules, FGDs and document analysis checklist were analyzed thematically by familiarizing of collected data by the researcher; searching for common themes; reviewing of data to identify recurring themes; classifying responses according to related themes,

summarizing the themes and then interpreting the themes. The findings were presented in narrative forms. For a more complete picture of how school administrators' encouragement of incentives affects educators' productivity on the job, researcher’s triangulated qualitative and quantitative data.

Table 2: Variables and Methods of Data Analysis

Research Objectives	Variables		Methods of Data Analysis
	Independent	**Dependent**	
The purpose of this study is to determine whether or not school administrators' decisions on the distribution of instructional resources have an effect on the effectiveness of public comprehensive school teachers in Nakuru County, Kenya.	Instructional Resource Allocation	Teachers' Work Performance	**Descriptive statistics** Frequencies, means and percentages. **Inferential statistics** Regression analysis. **Descriptive analysis** (thematic)
The purpose of this study is to examine how public comprehensive school teachers in Nakuru County, Kenya, respond to instructional monitoring from school administrators.	Instructional Supervision	Teachers' Work Performance	**Descriptive statistics** Frequencies, means and percentages. **Inferential statistics** Regression analysis. **Descriptive analysis** (thematic)
The purpose of this study is to determine whether or not school administrators in Nakuru County, Kenya, have an effect on teacher productivity by making professional development opportunities more accessible to them.	Facilitation of Professional Development Opportunities	Teacher's Work Performance	**Descriptive statistics** Frequencies, means and percentages. **Inferential statistics** Regression analysis. **Descriptive analysis** (thematic)
The purpose of this study is to analyze the relationship between school administrators' facilitation of incentives and the effectiveness of public comprehensive school teachers in Nakuru County, Kenya.	Facilitation of Incentives	Teachers' Work Performance	**Descriptive statistics** Frequencies, means and percentages. **Inferential statistics** Regression analysis. **Descriptive analysis** (thematic)

Source: Researcher (2023)

3.13 Ethical Considerations

When undertaking any research work, researchers must take into consideration issues related to the feelings, welfare, and rights of the participants. With the NACOSTI providing formal consent, the study may proceed in an ethical manner. In order to make sure our study is lawful, we needed to get a permission from the Nakuru County Education Office. All participants were treated with the highest respect and made to understand that their participation was completely voluntary and that they may choose to stop at any point throughout the data collecting procedure if they so desired. Similarly, as the subjects' participation was gained freely, they were neither emotionally nor physically harmed in any way. Before the research was performed, permission was acquired and consent papers were signed. Participants were given all the information they needed to understand the research, and they were guaranteed that their name and any data they supplied would be kept private and anonymous. By outlining the goals of the research and how the data will be used, trust was built. The researcher took precautions against plagiarism by following anti-plagiarism standards and making sure all sources were properly referenced and cited. This means that we properly credited all of our sources.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

Presenting the study's data, analysis, interpretation, and discussion is the main focus of this chapter. The results are discussed with an emphasis on how they relate to the study's aims and the literature. Following the procedures described in Chapter 3, it delves into descriptive and inferential statistics, among other areas of data analysis. A variety of methods were used to gather data, including surveys, interviews, focus groups, and document analysis. The study's objectives form the basis of the analysis and presentation, which look at how instructional leadership practices, such as the distribution of instructional resources, the quality of instructional supervision, the availability of professional development opportunities, and incentives, affect the productivity of teachers in public comprehensive schools in Nakuru County, Kenya. The findings are discussed in relation to the literature reviewed in Chapter Two, offering insights into how these instructional leadership practices influence teachers' work performance and filling gaps identified in previous studies.

4.2 Respondents' Response Rate

A total of 466 respondents were targeted and the response rate was as provided in Table 3.

Table 3: Respondents' Response Rate

Respondent Category	Sample	Actual	Percentage
Teachers	329	286	86.93%
Heads of institutions	68	57	83.82%
Pupils	60	60	100%
QASOs	9	9	100%
Totals / Average	**466**	**412**	**88.41%**

Source: Researcher (2023)

According to Table 3, a total of 466 respondents were targeted in the study, with the actual number of respondents being 412, resulting in a response rate of 88.41% (412/466). Among the respondent categories, teachers had a response rate of 86.93% (286/329), heads of institutions had a response rate of 83.82% (57/68), while pupils and QASOs had response rates of 100% (60/60) and 100% (9/9), respectively. A high response rate is crucial for ensuring the reliability and validity of research findings as it minimizes the risk of non-response bias. The high response rate in this study suggests that the results are likely to be representative of the public comprehensive schools in Nakuru County. The high response rate indicates that the findings have a strong methodological foundation, enhancing the credibility and generalizability of the study's results. Overall, the achieved response rate of 88.41% was considered satisfactory, as it surpassed the recommended and acceptable response rate of 75% for on-paper surveys, as suggested by Kumar (2011). Since a considerable number of people participated, the researcher was able to draw valid results and provide useful suggestions.

4.3 General Characteristics of the Respondents

In this area, we provide some basic information on the respondents, such as their age, greatest level of education, and length of service.

4.3.1 Age of the Respondents

The responses relating to the age of the respondents was as provided in Table 4. This was guided by the age brackets as provided.

Table 4: Age of the Respondents

Age Bracket	Frequency	Percentage
Below 25 years	9	3.1
25 - 35 years	34	11.9
36 - 45 years	128	44.8
46 - 55 years	81	28.3
Above 55 years	34	11.9
Total	286	100

Source: Researcher (2023)

Table 4 shows the age distribution of the respondents in the study. Out of the 286 respondents, 9 respondents (3.1%) were below 25 years old, 34 respondents (11.9%) were between 25-35 years old, 128 respondents (44.8%) were between 36-45 years old, 81 respondents (28.3%) were between 46-55 years old, and 34 respondents (11.9%) were above 55 years old. The highest proportion of respondents fell within the 36-45 age bracket, followed by the 46-55 age bracket, while the lowest proportion was in the below 25 age brackets. This indicates that the majority of the respondents were experienced teachers who have been in the profession for a considerable

amount of time. The age distribution of the respondents is consistent with the findings of a related study conducted by the Ministry of Education (2020) which showed that the majority of teachers in the country were between 35-49 years old. This suggests that the age distribution of the respondents in the present study is representative of the broader population of primary school teachers in Kenya. This experience can significantly affect how instructional leadership practices are perceived and implemented.

Data analyzed indicated that teachers who have above 55 years and above offer nuanced insights into instructional leadership due to developed skills and resilience as compared to those who have worked between below 23 years while younger teachers, being more adaptable, require more support and mentoring. Understanding age distribution aids in tailoring leadership practices: professional development for experienced teachers and direct supervision for younger ones, enhancing overall teachers' work performance.

4.3.2 Respondents' Highest Level of Education

The responses concerning the respondents' highest level of education were as provided in Table

Table 5: Respondents' Highest Level of Education

Response	Frequency	Percentage
Certificate Level	30	10.5
Diploma	63	22
Degree	162	56.6
Masters	31	10.8
Total	286	100

Source: Researcher (2023)

Based on Table 5, the frequencies show that out of 286 respondents, the majority of them (162) attained a degree as their highest level of education, which accounts for 56.6% of the total respondents. Additionally, 63 respondents (22%) have a diploma, 31 respondents (10.8%) have a master's degree, and 30 respondents (10.5%) have attained a certificate level of education. The large number of degree-holding responders raises the possibility that many of the participants are well-educated and possess the expertise to carry out their responsibilities satisfactorily.

The percentage of respondents with a diploma is also significant, indicating that a considerable number of respondents have specialized skills and knowledge that could contribute to their work performance. The relatively low percentage of respondents with a certificate level of education may imply that there is a need for more emphasis on education and training for individuals in this category to enhance their performance. Finally, considering the high degree of knowledge and competence among the respondents, it is encouraging to see that instructional leadership approaches might be successfully used in Nakuru County's public comprehensive schools. Nevertheless, further investigation is required to ascertain the correlation between degree of education and productivity on the job. According to the findings, the researcher was able to collect data from all respondents regardless of their educational background, which rules out any potential bias related to respondents' levels of education.

Gathering information on the education levels of respondents serves a critical purpose in the analysis of instructional leadership practices and teachers' work performance. The high percentage of degree holders 162 (56.6%) suggests that most teachers are well-educated, potentially leading to better instructional practices and student outcomes. Diploma holders 63 (22%) representing a

significant portion, bring specialized skills and practical knowledge, contributing uniquely to the educational environment. Comparing these to teachers with certificate-level education, traditionally the required qualification for primary school teachers, highlights the evolving educational standards and expectations within the profession. Understanding these differences is essential in assessing how instructional leadership practices might need to be tailored to leverage the strengths and address the needs of teachers with varying educational backgrounds.

4.3.3 Length of Service in Current School

Table 6 displays the results of the survey asking participants to specify the length of time they had been employed by their present institution.

Table 6: Length of Service in Current School

Response	Frequency	Percentage
Below 1 year	10	3.5
1 - 3 years	31	10.8
4 - 6 years	120	42
7 - 9 years	78	27.3
Above 9 years	47	16.4
Total	286	100

Source: Researcher (2023)

Based on the table provided, the frequencies reveal that out of the 286 respondents, the majority of them (120) representing 42% have been working in their current school for 4-6 years, those who have worked in their current school for 7-9 years being 78 representing (27.3%). Respondents who have worked in their current school for 1-3 years account for 31 (10.8%), while those who have worked for less than 1 year account for 10 (3.5%). Finally, 47 (16.4%) of respondents have worked

in their current school for more than 9 years. These percentages provide an overview of the distribution of the respondents' length of service in their current school. Majority of the respondents have worked in their current school for four to six years, which could suggest that this is the average length of time that teachers stay in a particular school before moving on to a new one.

The findings on the duration of service in the current school reveal critical insights into the influence of heads of institutions' instructional leadership practices on teachers' work performance in Nakuru County, Kenya. The majority of teachers, with 120 (42%) having worked for 4-6 years, and 73 (27.3%) for 7-9 years, indicate a stable workforce likely familiar with the school's instructional leadership practices. This stability could enhance the effectiveness of such practices as teachers have had sufficient time to adapt and respond to leadership strategies. Conversely, the presence of newer teachers (10.8% with 1-3 years and 3.5% with less than 1 year) highlights the need for leadership practices that support integration and professional growth. Understanding these dynamics helps tailor heads of institutions' instructional leadership to maximize teachers' work performance across varying experience levels.

4.4 Influence of Instructional Resource Allocation on Teachers' Work Performance

This section presents the findings concerning the first objective which sought the influence of instructional resource allocation by the heads of institutions on teachers' work performance in public comprehensive schools in Nakuru County, Kenya.

4.4.1 Descriptive Statistics for Instructional Resource Allocation

As shown in Table 7, the descriptive statistics for instructional resource distribution explain the participants' answers to several areas of school resource availability and management.

Table 7: Descriptive Statistics for Instructional Resource Allocation

Statement	SD F(%)	D F(%)	N F(%)	A F(%)	SA F(%)	Mean	Std Dev
Ensures adequacy of teaching/learning resources for effective instructional activities	0 (0.0%)	0 (0.0%)	4 (1.4%)	171 (59.8%)	111 (38.8%)	3.77	0.99
Distributes equally teaching/learning resources for teaching of different subjects in the curriculum	0 (0.0%)	0 (0.0%)	1 (0.3%)	184 (64.3%)	101 (35.3%)	4.02	0.76
Ensures adequate staff office space in the school to enable teachers to prepare teaching learning aids	0 (0.0%)	0 (0.0%)	3 (1.0%)	226 (79.0%)	57 (19.9%)	3.98	0.61
Ensures availability of classrooms to enable teachers to deliver effectively	0 (0.0%)	0 (0.0%)	8 (2.8%)	217 (75.9%)	61 (21.3%)	3.92	0.66
Ensures that financial resources are adequately allocated to achieve the school's academic goals	0 (0.0%)	0 (0.0%)	15 (5.2%)	187 (65.4%)	84 (29.4%)	3.97	0.70
Ensures that there are diverse sources of financial resources to be channeled towards achievement of the school's academic goals	0 (0.0%)	7 (2.4%)	91 (31.8%)	172 (60.1%)	16 (5.6%)	3.56	0.69

Source: Researcher (2023)

In response to the statement regarding the adequacy of teaching and learning resources for effective instructional activities, a notable 171 respondents (59.8%) agreed, while 111 respondents (38.8%) strongly agreed, culminating in a mean score of 3.77 (SD of 0.99). This outcome implies a general consensus among heads of institutions that there are sufficient teaching/learning resources available. The findings align with Andisi (2014), who underscored those adequate instructional materials are pivotal for enhancing teacher motivation and creativity. Similarly, Akungu (2014) argues that the sufficiency and appropriateness of resources directly correlate with improved students' learning outcomes. Moreover, Nyanya (2015) supports this observation, indicating that schools with rich resource availability tend to foster better educational environments conducive to both teaching and learning. The results are also in line with Mwaura and Mukuria (2017) who found that heads of institutions ensured adequacy of teaching/learning resources for effective instructional activities.

The results for the equitable distribution of teaching/learning resources revealed that 184 respondents (64.3%) agreed and 101 respondents (35.3%) strongly agreed, leading to a mean of 4.02 (SD of 0.76). Such a strong consensus suggests that heads of institutions perceive fairness in resource distribution across various subjects. Hill et al. (2015) argue that strategic resource allocation is crucial for equitable access to educational opportunities, reinforcing this finding. Furthermore, Kortide (2014) emphasizes that fair distribution leads to an effective teaching environment, matching the expectations of teachers and students alike. By distributing resources equitably, educational institutions can ensure that all subjects are adequately supported, leading to improved academic performance across the board.

Regarding adequate staff office space for teachers to prepare teaching aids, 226 respondents (79.0%) agreed, and 57 respondents (19.9%) strongly agreed, resulting in a mean of 3.98 (SD of 0.61). These results indicate a prevalent belief among heads of institutions in the importance of providing sufficient office space. Osuji (2016) stresses that holistic provision of physical resources, including office space, significantly impacts teacher motivation and job satisfaction. The implications are clear: when teachers have the right environment to prepare instructional materials effectively, the overall quality of teaching improves. This finding resonates with Mogaka (2020), who argues that adequate facilities directly correlate with students' academic achievements.

The results from the statement regarding classroom availability show that 217 respondents (75.9%) agreed and 61 respondents (21.3%) strongly agreed, yielding a mean of 3.92 (SD of 0.66). This substantial agreement emphasizes the critical role of classroom availability in enhancing teaching effectiveness. Similar conclusions have been drawn in studies that link physical space availability to educational outcomes. For instance, Iseleye (2018) highlights those financial allocations towards classroom facilities have a positive influence on learning outcomes. Furthermore, research from the American Institute of Research (AIR, 2015) aligns with this perspective, noting that basic instructional resources, including classrooms, are integral to effective teaching. The results are supported by a study by Ndirangu and Kavulya (2017) study and Osuji (2016) study, who concluded that the availability of physical resources can affect teachers' motivation and job satisfaction thereby improving teachers' work performance. Therefore, it is important for heads of institutions to prioritize the allocation of resources towards improving the physical infrastructure of their schools.

Concerning financial resource allocation for academic goals, the results revealed that 187 respondents (65.4%) agreed, while 84 respondents (29.4%) strongly agreed, resulting in a mean of 3.97 (SD of 0.70). The strong affirmation of this statement suggests that heads of institutions recognize the significant impact that adequate financial resources have on achieving academic objectives. Pintilie and Bedrule-Grigoruta (2016) assert that proper financial resource allocation directly enhances teacher efficiency and overall educational quality. This assertion further supports the notion that increased financial investment is crucial for improving educational outcomes, as seen in the findings of Omiyale and Fadokun (2015), which link resource allocation to educational success. These results are in line with those of research by Pintilie and Bedrule-Grigoruta (2016), which similarly indicated that adequate funding is critical for raising student achievement and boosting educators' efficiency in the classroom. Teachers are able to do more with less when school budgets are well-allocated, according to the research.

For the statement regarding the diversity of sources for financial resources, 172 respondents (60.1%) agreed, while 16 respondents (5.6%) strongly agreed, leading to a mean of 3.56 (SD of 0.69). The relatively lower agreement levels suggest some uncertainty regarding the diversity of available financial sources. This observation emphasizes a potential area of concern for heads of institutions, as the importance of having multiple funding avenues is reinforced by educational literature. Research by Hill et al. (2015) indicates that a diverse funding base can significantly enhance schools' abilities to meet academic goals. The findings also resonate with Kortide (2014), who argues that reliable funding sources are essential for sustaining educational initiatives within schools.

The findings collectively underscore the critical importance of instructional resource allocation in enhancing teaching and learning outcomes in public comprehensive schools. The strong support for resource adequacy, equitable distribution, adequate physical space, and financial allocation implies a positive outlook towards improving educational management practices. While there is recognition of the significance of financial and physical resources, there remains an opportunity for institutions to diversify their funding sources and further bolster the allocation strategies to address existing gaps. Scholars like Andisi (2014) and Osuji (2016) illuminate the pathways connecting resource availability and teacher effectiveness. Thus, these results not only reinforce existing literature but also call for targeted strategies to ensure that all teaching and learning environments can thrive, ultimately leading to heightened educational outcomes and improved teacher performance.

The heads of institutions were asked to indicate what instructional resources they allocate to teachers to enhance their performance. All the 57 heads of institutions indicated that they provided resources that included course books, syllabus and curriculum design, tablets, laptops, and schemes of work. On feedback concerning instructional resources that heads of institutions allocate to teachers to enhance their performance, one head of institution responded that:

> *Provision of instructional resources, including course books, supplementary books, tablets, computers with internet, the globe, chalks, chalkboards, physical structures, and text books provided by the government, as well as allocating manila papers and organizing academic trips.*
> Source: Head of institution 2

Another head of institution stated,

> *We allocate course books, tablets, computer room with internet to help in further research.*
> Source:
> Head of institution 10

In summary of the responses from the head of institution's interview schedules and teachers' questionnaires, the researcher observed that facilitation of these resources is essential in enhancing the quality of education and promoting effective teaching and learning practices. For instance, the provision of course books, teaching aids, and supplementary books can help to enhance the delivery of content and make it more interactive and engaging for learners. Tablets and laptops can also help teachers to access online resources, collaborate with other teachers, and prepare lesson plans and schemes of work more efficiently.

The information provided suggests that the heads of institutions interviewed in public comprehensive schools in Nakuru County generally do provide resources to their teachers. Teachers' effectiveness in the classroom and students' learning may be impacted by differences in the quantity and quality of materials made available. Research carried out by the Kenyan Ministry of Education (2017) found that comprehensive schools have had difficulties in the distribution of charts and textbooks. Some schools still have trouble getting their hands on these resources, even if there have been attempts to provide enough money to them.

By examining the types of improvised teaching/learning aids that teachers employ during lessons, the study sought to understand how teachers manage resource constraints while still providing effective education. These improvised materials demonstrate teachers' creativity in using locally available resources to enhance the learning experience, which can significantly impact the quality of education. Evaluating the effectiveness of these materials is crucial, as it reveals how well these substitutes meet educational objectives and engage students. The responses from pupils during the

focus group discussions regarding the types of improvised teaching/learning resources used by teachers were as follows:

In one FGD, the pupils indicated:

> *Teachers use a variety of teaching aids and materials such as old newspapers, stones and sticks, drawings on the board, and pictures and videos from the internet to enhance students' learning experience.*
> Source: FGD

In another FGD, a pupil stated:

> *Our teacher sometimes uses pictures and videos from the internet to make lessons more interesting.*

Insights on how instructors use improvised teaching and learning tools are provided by the replies of the students during the focus groups. It would indicate that these materials are useful in improving the educational experiences of pupils. Macharia and Ng'ang'a (2017) revealed similar results from their research on the usage of improvised learning tools in mathematics classes in Kenya. According to the research, in order to help their students, understand and practice mathematical ideas, instructors would utilize a variety of tools, such as sticks, stones, beans, and maize grains. As is typical in many underdeveloped nations, teachers in Kenya sometimes make do with homemade materials. Inadequate learning materials in schools frequently lead to the usage of improvised resources as a solution. The use of makeshift tools improves students' performance in math classes, say Macharia and Ng'ang'a (2017).

The pupils were also asked during the focus group sessions to indicate whether the improvised teaching/learning resources used by teachers are enough for all the learners. By asking whether the improvised teaching resources are adequate for all learners, the researcher sought to assess the

sufficiency and equity of resource distribution in classrooms. This question probes into the experiences of learners to understand if the available materials are enough to support diverse learning needs. This focus is important because it highlights potential gaps in resource allocation and helps identify areas where further support or improvements are needed. Understanding learners' perspectives on the adequacy of these materials provides a comprehensive view of how instructional resource allocation impacts the learning environment, ultimately informing strategies to enhance educational outcomes in public comprehensive schools in Nakuru County. The following were some of the common responses across the FGDs that emerged:

> *The availability of resources for learners during lessons is variable, with some learners having to share due to limited resources, while others may miss out entirely or not use them due to shyness.*
> Source: FGD

In another FGD, pupils stated as follows:

> *No, sometimes there are not enough resources, and some learners miss the resources.*
> Source: FGD

One pupil stated:

> *The resources are enough, but some learners do not get to use them because they are shy.*
> Source: FGD

Learners in Nakuru County had conflicting opinions on the usefulness and accessibility of makeshift educational materials, according to focus group discussions. Some students felt that there were sufficient materials for everybody to utilize in class, while others said that there was a shortage, forcing them to share and leaving some students behind. The results are in line with those of similar research conducted by Wanjala and Munyoki (2020) in Kenyan public comprehensive schools about the accessibility and use of educational materials. Although the government has

taken steps to better distribute resources like textbooks, the survey revealed that there are still large disparities in their availability and use across schools. Researchers found that some students fell behind due to poor resource allocation, which in turn harmed the quality of instruction.

The pupils were asked during the focus group sessions to indicate how the teaching/learning resources are distributed to the pupils, and the following were some of the common responses across the FGDs that emerged:

A pupil was quoted stating:

> *The way the teacher distributes teaching resources in the class is uneven, and while the teacher attempts to distribute them equally, it's not always possible.*

According to yet another pupil:

> *The teacher uses a fair approach to share the resources, but some pupils may hold on to them, and the teacher faces difficulties in addressing this situation.* Source: FGD

Another pupil indicated:

> *The teacher sometimes gives priority to students who show the most interest in the subject when handing out the resources.*
> Source: FGD

The results from the FGDs suggest that there may be issues with the distribution of teaching and learning resources in public comprehensive schools in Nakuru County. Specifically, pupils reported that resources are not always equally distributed and that some learners may get the resources while others miss getting the resources. Additionally, there may be issues with learners hoarding resources or the teacher not knowing how to handle these situations. These findings are consistent with a study conducted by Macharia, Waweru, and Njoroge (2020) in Kenya, which found that the distribution of teaching and learning resources was a significant challenge in many

public comprehensive schools. The study found that limited resources, such as textbooks and other instructional materials, often resulted in unequal distribution and limited access for some learners. Additionally, the study found that teacher training and support were critical factors in improving the distribution of resources and ensuring equitable access for all learners.

The responses from pupils during the FGD sessions with respect to a question on the adequacy of the classroom space when the learners carry out instructional activities given by the teachers during lessons included the following:

One pupil indicated:

> *The classroom has several issues including very little space for movement as we carry out different learning activities, there is also noise disruptions, inadequate lighting and poor ventilation.*
> Source: FGD

Another pupil said:

> *The classroom is big enough for all the learners to carry out the activities.* Source: FGD

According to yet another pupil:

> *The classroom is too dark, and we cannot see what the teacher is writing on the board.* Source: FGD

Students' comments during the FGD point to the importance of having enough room in the classroom as a determinant of how well lessons go. Size, noise, lighting, and ventilation were listed by the students as elements that may affect their capacity to learn and focus in class. Mwenda and Ndethiu (2018) performed similar research in Kenya and indicated that pupils' low academic success was linked to insufficient classroom space and bad circumstances. Our results are in line with theirs.

The heads of institutions were asked to explain how the allocation of resources influences teachers' work performance. According to the analyses, 33 out of 57 heads of institutions indicated that if the school allocates adequate resources such as up-to-date technology, classroom materials and supplies, teachers can better perform their work by effectively engaging pupils in learning. For instance, if the school provides access to the latest technology, teachers can use interactive tools to enhance students' learning experiences. One head of institution responded as follows:

> *The availability of sufficient instructional resources enhances teacher creativity, boosts student performance and understanding, makes work easier for the teachers, captivates learner's interest, and improves overall work performance.*
> Source: Head of institution 20

According to yet another head of institution:

> *Additionally, academic trips enable students to see concepts physically, further enhancing their understanding.*
> Source: Head of institution 6

The results also show that 22 out 57 of the heads of institutions explained that with proper allocation of textbooks, teachers can more effectively implement the curriculum in their classrooms. This allows for a more structured approach to teaching and learning and helps to ensure that all students are exposed to the same material. One heads of institutions' response was as follows:

> *Access to sufficient textbooks for teachers improves their teaching skills and overall work performance, which in turn enhances the general knowledge and academic performance of both pupils and the school.*
> Source: Head of institution 35.

The heads of institutions were asked to indicate whether the allocation of resources influence teachers' work performance. The response from one respondent was that:

> *Having access to various resources such as textbooks, apparatus, and academic trips can significantly enhance the learning experience, increase student comprehension, boost performance in all subjects, captivate learner's interests, improve work performance of both teachers and pupils, and ultimately lead to better overall performance of the school."*
> Source: Head of institution 50.

The QASOs' (QASOs') interview responses showed that by allocating instructional resources, providing frequent instructional supervision, providing opportunities for professional development, and offering incentives to teachers, heads of institutions play a crucial role in improving the quality of work that teachers produce. One QASO's replies included the following:

> *Heads of institutions have a significant impact on enhancing teachers' work performance through various means, including creating a positive and supportive learning environment, promoting effective communication, fostering a culture of collaboration and teamwork.*
> Source: QASO 7

One other QASO noted:

> *Some of the ways to enhance teachers' work performance is to provide teaching and learning materials, allocating financial resources to support professional development and motivating teachers.*
> Source: QASO 2

Yet another QASO said:

> *Providing instructional leadership, setting clear expectations, and providing feedback on teaching practices in schools are practices those heads of institutions can use to enhance the performance of teachers.*
> Source: QASO 4

The findings imply that leaders of public comprehensive schools in Nakuru County, through a variety of strategies including the distribution of instructional resources, frequent supervision of instruction, provision of opportunities for professional growth, and offering of incentives, play a crucial role in improving the work performance of teachers. These results are in line with research carried out in Kenya by Ndambuki and Mutisya (2020), which discovered that the leadership styles

of institution heads significantly impacted the effectiveness of teachers at work. According to Ndambuki and Mutisya (2020), directors of institutions who provide feedback on teaching methods, clear objectives, and instructional leadership greatly enhanced the work performance of their teachers. Enhancing teacher job performance has also been shown to be aided by the availability of teaching and learning tools, a supportive physical environment, and financial resources for professional development.

With respect to what instructional resources heads of institutions provide to teachers to enhance their work performance, the following response was provided by one QASO:

> *Heads of institutions support teachers' work performance by providing a comprehensive range of teaching and learning resources, including physical, financial, technological, and instructional materials.*
> Source: QASO 9

According to yet another response from the QASO:

> *The head of institution provides a variety of instructional resources like text books, chalk, exercise books, biro pens, manila papers, among others. To effectively allocate these resources in a school, heads of institutions should conduct needs assessments, involve teachers in decision-making, establish transparent systems for allocation, distribute resources equitably, encourage collaboration and resource sharing, provide guidance and support, prioritize instructional resources that support student learning, and regularly review and update the resource allocation plan.*
> Source: QASO 1.

The responses provided by the QASOs with regards to instructional leadership practice in the context of instructional resource allocation could have significant implications for teachers' work performance. Teachers require a variety of instructional resources to facilitate effective teaching and learning, and the quality and adequacy of these resources can significantly impact their performance. For instance, the importance of the head of institution conducting a needs assessment and involve teachers in the decision-making process could enhance teacher ownership and

commitment to the resource allocation process, thereby improving their morale and job satisfaction. Moreover, prioritizing instructional resources that directly support student learning and achievement could result in improved student outcomes, which could further motivate teachers to perform better.

Njuguna, Ngugi, and Mwai (2020) conducted parallel research in Kenya to investigate the impact of instructional resources on teacher performance in public comprehensive schools. The research discovered that laboratory equipment, teaching aids, and textbooks were among the instructional materials that significantly improved teacher effectiveness. The research also showed that these tools' suitability and accessibility had a significant effect on how well instructors performed at work.

Therefore, it is crucial for heads of institutions to prioritize the allocation of adequate and quality instructional resources to enhance teachers' work performance. The responses provided by the QASOs can serve as a useful guide for heads of institutions in ensuring efficient and effective allocation of resources that support teachers' work performance and student learning outcomes.

4.4.2 Association between Instructional Resource Allocation and Teachers' Work Performance

To establish the association between instructional resource allocation and teachers' work performance, Spearman rank correlation was computed and the results are provided in Table 8.

Table 8: Association between Instructional Resource Allocation and Teachers' Work Performance

			Instructional Resource Allocation	Teachers' Work Performance
Spearman's rho	Instructional Resource Allocation	Correlation Coefficient	1.000	.108
		Sig. (2-tailed)	.	.068
		N	286	286
	Teachers' Work Performance	Correlation Coefficient	.108	1.000
		Sig. (2-tailed)	.068	.
		N	286	286

Source: Researcher (2023)

The results shown in Table 8 demonstrate a positive Spearman rank correlation (r = 0.108; p = 0.068) between the distribution of instructional resources and instructors' job performance. The findings demonstrate that the two variables have a positive correlation. That is to say, a unit increase in instructors' job performance was correlated with an increase in the provision of instructional resources. The connection was considered statistically insignificant since the p-value was greater than 0.05, the test significance threshold. The results are consistent with research by Mogaka (2020), which found a favorable relationship between the distribution of instructional resources and instructors' productivity.

4.5 Influence of Instructional Supervision on Teachers' Work Performance

The results of the second goal, which looked at how institutional heads' instructional supervision affected teachers' job performance at public comprehensive schools in Kenya's Nakuru County, are presented in this part.

4.5.1 Descriptive Statistics for Instructional Supervision

The following table presents the findings of a study conducted on instructional supervision in public comprehensive schools. The answers were divided into five categories: strongly disagree, disagree, agree, neutral, and highly agree. Each statement is accompanied by the mean and SD, providing a comprehensive overview of the perceptions of teachers towards the effectiveness of instructional supervision that they receive. The data gathered, as presented in Table 9, indicates various trends and sentiments regarding the roles that instructional supervision plays in enhancing the teaching and learning experiences.

Table 9: Descriptive Statistics for Instructional Supervision

Statement	SD F(%)	D F(%)	N F(%)	A F(%)	SA F(%)	Mean	Std Dev
Ensures teachers use approved professional documents when teaching	0 (0.0%)	2 (0.7%)	19 (6.6%)	147 (51.4%)	118 (41.3%)	3.71	1.06
Gives timely feedback to teachers after lesson observation	0 (0.0%)	0 (0.0%)	13 (4.5%)	237 (82.9%)	36 (12.6%)	3.79	0.78
Ensures that teachers mark pupils' books on time	0 (0.0%)	0 (0.0%)	12 (4.2%)	253 (88.5%)	21 (7.3%)	3.82	0.64
Ensures that teachers give meaningful feedback after marking pupils' books	0 (0.0%)	0 (0.0%)	66 (23.1%)	180 (62.9%)	38 (13.3%)	3.71	0.74
Ensures teachers maximize instruction time in meaningful teaching	0 (0.0%)	3 (1.0%)	19 (6.6%)	166 (58.0%)	98 (34.3%)	4.08	0.91
Ensures teachers cover syllabus on time	2 (0.7%)	6 (2.1%)	24 (8.4%)	219 (76.6%)	35 (12.2%)	3.83	0.76

Source: Researcher (2023)

The first statement, "Ensures teachers use approved professional documents when teaching," indicates a positive response towards instructional supervision, with 147 respondents (51.4%) agreeing and 118 respondents (41.3%) strongly agreeing, resulting in a mean score of 3.71 (SD = 1.06). This suggests that a significant majority of teachers feel supported in adhering to professional standards and guidelines, highlighting the effectiveness of supervisory practices in

enhancing teacher accountability. This aligns with findings from Gabra (2020), where proactive monitoring and use of professional documents were emphasized as crucial components in improving pedagogical practices. The data implies that such oversight potentially empowers teachers and bolsters their professional growth, as noted by Leina (2013), who suggested that structured supervision fosters a competent teaching workforce through adherence to prescribed timelines and documentation. The findings are in agreement with those in a study by Ireri et al. (2019) where it was established that heads of institutions ensured that teachers required utilized approved professional documents.

The second statement explores the provision of timely feedback, where an impressive 237 respondents (82.9%) agreed and 36 (12.6%) strongly agreed, resulting in a mean of 3.79 (SD = 0.78). The heightened appreciation for this practice may suggest that teachers view feedback as an essential element for professional growth. Timely and constructive feedback is critical for teachers to iterate curricular content and pedagogical strategies effectively. This finding corresponds with the conclusions drawn by Lyonga (2018), who reflected on the significance of feedback sessions in enhancing teachers' work performance, reinforcing the necessity of this practice within the supervisory framework. This was also in line with the findings of a study by Namutebi (2019) that found out that the heads of institutions were regular in conducting lesson observations and timely in giving related feedback and this positively contributed to teachers' work performance.

The third statement, "Ensures that teachers mark pupils' books on time," resonated positively with the respondents, where 253 (88.5%) agreed and 21 (7.3%) strongly agreed (Mean = 3.82, SD = 0.64). This high level of agreement underscores the importance of timely assessment in fostering

an environment conducive to student learning and accountability. By ensuring that pupils' work is promptly reviewed, teachers can provide immediate feedback, thereby enhancing the learning experience. This aligns with Waweru et al. (2013), who found that supervisory practices focusing on relevant assessment tools positively impacted academic achievement, underscoring the importance of efficient marking practices in instructional supervision.

The next response pertains to whether heads of institutions ensure that teachers provide meaningful feedback after marking pupils' books. The results show that 180 (62.9%) agreed, while 38 respondents (13.3%) strongly agreed, resulting in a mean score of 3.71 (SD = 0.74). This indicates that while a sizeable number of teachers recognize the importance of meaningful feedback, there is still a concerning proportion who remain neutral or disagree. This echoes the findings of Chiwamba et al. (2022), who stressed that effective supervision involves not only monitoring completion but emphasizing the quality of feedback provided. The implication is clear: enhancing the quality of feedback is an area needing attention in the supervisory framework to impact pupil academic performance positively.

The fifth statement about maximizing instructional time for meaningful teaching, results are significantly positive, with 166 (58.0%) agreeing and 98 (34.3%) strongly agreeing (Mean = 4.08, SD = 0.91). The elevated mean score illustrates the teachers' acknowledgment of the importance of efficient time utilization during instruction. Gabra (2020) highlighted that maximizing instructional time not only improves student engagement but also fosters a more profound learning experience. Thus, these supervisory practices resonate with teachers, showing that effective time management strategies can significantly elevate instructional quality.

Finally, regarding the statement "Ensures teachers cover syllabus on time," the results reveal that 219 (76.6%) agreed and 35 (12.2%) strongly agreed, culminating in a mean of 3.83 (SD = 0.76). The significant agreement signifies teachers' recognition of the importance of timely syllabus completion, which is critical for both student learning and standardized assessments. This aligns with the World Bank (2010), which noted the importance of instructional leadership and its correlation with syllabus coverage. It reflects that effective supervision creates expectations and accountability structures that encourage timely instructional practices among educators.

Overall, the analysis of the responses indicates that instructional supervision is perceived positively by teachers in the context of the presented statements. The consistent themes of feedback, accountability, and effective use of resources underline the role of the head of institution in fostering a conducive teaching and learning environment. These findings are further complemented by existing literature that emphasizes the necessity of structured supervisory practices to enhance educational outcomes. Overall, while the results are positive, it highlights areas that require improvement, particularly ensuring meaningful feedback and reinforcing supervisory roles to enhance teacher performance effectively.

The results from the heads of institutions interviewed revealed that 29 out of 57 of the heads of institutions had adopted observational supervision as an instruction supervision strategy. From their explanation this practice involved the head of institution observing the teachers in their classrooms to determine their teaching practices and effectiveness. The head of institution then provides feedback and support to the teachers to help improve their performance. One response from the head of institution was that:

> *The head of institution needs to monitor the school and its activities which includes classroom observations, assessments, and providing guidance to teachers to improve pupils' learning outcomes and teachers' work performance.*
> Source: Head of institution 30

Another head of institution responded:

> *By monitoring in person and observing teachers as they work in classrooms and through assessments on aspects such as the curriculum delivery and content mastery.*
> Source: Head of institution 32

According to the comments, the institution's head is crucial in overseeing and enhancing instructors' job performance. Monitoring the classroom activities and providing feedback to teachers on their teaching techniques can aid in the effective delivery of the curriculum and ultimately improve learning outcomes for pupils. This feedback and support system from the head of institution can also motivate teachers to perform better and increase their job satisfaction.

The head of the institution's feedback and support system may have a big influence on how successful instructors are at their jobs in terms of their work performance. A parallel research conducted in Kenya by Nduati et al. (2018) found that teachers are more likely to be happy with their work and perform better on the job when they get feedback and support from their heads of institutions. The research also discovered that instructors' motivation, self-efficacy, and general work satisfaction are significantly impacted by support from institutional leaders.

The responses from pupils during the focus group discussion sessions with respect to a question requiring them to explain how teachers mark pupils' books included the following:

> *Some teachers mark the books and return them as soon as they finish marking while some stay with the books for a long time and even return them not marked. This makes us not know how we are learning and also knowing our progress.*

Source: FGD

A pupil stated during FGD as follows:

> *The teacher sometimes takes too long to mark our books, and we forget what we learned.*
> Source: FGD

Another pupil indicated:

> *We mark our own books during lessons and the teacher checks them later.*
> Source: FGD

The responses from pupils in the sessions suggest different methods of marking books by teachers, and the impact of such methods on pupils' learning. Some pupils reported that their teacher marks their books at the end of every week, while others mentioned that they mark their own books during lessons and the teacher checks them later. Other pupils indicated that their teacher only marks a few pages of their books, making it difficult for them to know how well they are doing in different subjects. These findings have implications for teaching and learning, particularly in terms of the feedback pupils receive on their work. These findings are in line with comparable research carried out in Kenya by Mutindi (2018), which looked at the methods instructors use to provide feedback to students and how it affected the students' academic achievement. According to the research, professors who marked books every day or gave frequent feedback on students' work assisted pupils in recognizing and fixing their errors, which enhanced academic achievement. In contrast, teachers who provided minimal feedback, such as only marking a few pages of students' books, were less effective in helping students to learn.

The heads of institutions were asked to explain how instructional supervision influences teachers' work performance. According to 41 out of 57 heads of institutions, instructional supervision helps teachers to identify their strengths and weaknesses, set goals, and develop a plan of action for

improvement in work performance. It was also revealed that 32 out of 57 of the heads of institutions, explained that through the process of supervision, teachers receive feedback on their practices, which can lead to increased motivation and job satisfaction. This, in turn, can lead to an improvement in their work performance. The response from one head of institution stated:

> *This motivates teachers hence their teaching skills get to improve. I set an example in teaching therefore teachers do their best in teaching.*
> Source: Head of institution 32

Yet another head of institution said:

> *Likewise, teachers are kept on toes and there is that pressure to deliver quality as is required of them. By this, teachers' work performance is improved.*
> Source: Head of institution 51

The responses from pupils during FGDs with respect to what learner assessment methods teachers use were:

> *Teachers use different assessment methods like quizzes, tests, and projects.*
> Source: FGD

According to yet another FGD:

> *They use weekly, fortnightly and monthly assessment to check our progress and change their teaching methods. They give feedback to us after the tests about our performance and this helps us to improve.*
> Source: FGD

The responses from pupils during the FGD sessions on how teachers give feedback after marking pupils' books raised different contradictory responses. According to one of the pupils in the FGD:

> *The teacher writes comments in our books to explain what we did wrong and how to improve.*
> Source: FGD

This first response indicates that the teacher writes comments that explain what the student did wrong and how to improve. This form of feedback would be an effective way of giving feedback because it helps the pupil to understand their mistakes and how to correct them.

However, according to yet another response from the FGD:

> *The teacher only writes the correct answers and does not explain why we got them wrong.*

A third response indicated that:

> *The teacher does not give us any feedback after marking our books.*
> Source: FGD

The second response suggests that the teacher only writes the correct answers without explaining why the pupil got them wrong. This approach would not provide the pupil with any feedback on their performance, and therefore, the pupil may not know how to improve. The third response indicates that the teacher does not give any feedback after marking the pupils' books. This approach is not effective because it does not provide the pupil with any information on their performance or how to improve.

On whether the feedback given by the teacher was useful or not, one of the respondents indicated that:

> *The feedback is not useful because the teacher does not explain it well.*
> Source: FGD

Another respondent indicated:

> *The teacher only gives feedback to the best learners and ignores the rest.*
> Source: FGD

The first response suggests that the feedback provided by the teacher is not useful because it is not explained well. This is a common problem that teachers face when giving feedback. It is important

for teachers to provide feedback in a way that is clear and easy to understand for the pupil. The second response suggests that the teacher only gives feedback to the best learners and ignores the rest. This approach would not be effective because it does not provide all pupils with the opportunity to improve. Teachers should provide feedback to all pupils, regardless of their performance, in order to help them improve. These results align with comparable research conducted in 2021 by Mwangi et al. that looked at how well teacher feedback may improve learning outcomes for students in comprehensive schools. The survey discovered that while the majority of professors gave their pupils feedback, the input's quality varied greatly. Some teachers provided detailed feedback that helped students to understand their mistakes and how to improve, while others provided only minimal feedback or feedback that was not clear or helpful.

The results from the heads of institutions show that 31 out of 57 of the heads of institutions explained that in order to ensure timeliness in syllabus completion, they had various practices in place which include monitoring teachers' progress regularly and providing feedback on their teaching methods to ensure that they are following the syllabus coverage schedule as agreed and planned. One head of institution responded:

> *As a supervisor, I monitor pupil's progress through continuous assessment tests and do random rounds in different classes during lessons to ensure effective content delivery by teachers while ensuring preparation and checking schemes of work in advance to ensure the use of the correct format and adequate preparation before going to class, and providing ongoing professional development opportunities to teachers for interpreting the syllabus as intended and finding appropriate teaching and learning resources.*
> Source: Head of institution 10

Another head of institution's view was:

> *Preparation of schemes of work in advance and check them to ascertain that the teachers use the correct format, syllabus/curriculum check to note whether the teachers prepare adequately before going to class.*
> Source: Head of institution 22.

According to yet another head of institution:

> *Provide teachers with ongoing professional development opportunities to help them interpret the syllabus as intended, and state the expected teaching and learning experiences and look for appropriate teaching and learning resources for effective content delivery*.
> Source: Head of institution 58.

The data collected from heads of institutions indicates that a significant portion of them, specifically 31 out of 57, employ several practices to guarantee timely syllabus completion in their schools. These practices encompass consistent monitoring of teachers' progress, offering feedback on their teaching methods, and ensuring adherence to agreed syllabus schedules. As exemplified by one head of institution, the supervisory role includes activities such as ongoing assessment, classroom observations, thorough scrutiny of teaching materials, and the provision of professional development opportunities to educators, all aimed at effective content delivery and syllabus interpretation. These findings highlight the proactive measures taken by heads of institutions to maintain syllabus timelines and ensure effective teaching practices among their staff.

The heads of institutions were asked to indicate what instructional supervision practices they undertook in the school. According to one of the respondents:

> *I use various methods to supervise teachers and ensure effective service delivery. I do this by checking schemes of work, monitoring lessons in person to observe methodology, and ensure that teachers are present and following the time table.*
> Source: Head of institution11

According to yet another response:

> *I schedule time to attend the subject panel meetings, monitoring academic progress of the learners, giving instructions and guidance to teachers, making physical and impromptu rounds in the school.* Source:
> Head of institution 29.

Another respondent indicated:

> *I also have a clock-in and out for teachers, check yearly performance of the school and each class, and having the deputy head of institution write a report with recommendations and trainings to address any noted problems*. Source: Head of institution 9

The responses reveal various instructional supervision practices undertaken in the schools to monitor and improve teachers' work performance. These practices include preparing schemes of work in advance, checking syllabus/curriculum adherence, monitoring teacher content delivery, observing teachers while teaching, ensuring teachers are present and following their work schedule, restructuring the timetable, supervising meetings, monitoring academic progress, giving instructions, making physical and impromptu rounds, and checking on school and class performance. These practices are aimed at ensuring that teachers deliver quality education and maintain the code of conduct. By implementing these practices, the heads of institutions are able to identify areas where teachers need training and make recommendations to improve teachers' work performance. Overall, the findings suggest that instructional supervision is key in enhancing teachers' work performance and ensuring that pupils receive quality education.

The heads of institutions were asked to explain how instructional supervision influences teachers' work performance. According to one respondent:

> *Instructional supervision not only promotes accountability but also provides feedback which is critical in enhancing teachers' work performance.*
> Source: Head of institution 3

According to yet another respondent:

> *Instructional supervision is critical in identifying areas where teachers need professional development opportunities to enhance their performance and to solve the challenges encountered when carrying out teaching activities which also establishes a culture of continuous learning.*
> Source: Head of institution 43

Another respondent indicated:

> *Heads of institutions are able to advise the teachers to work together as a team and share experiences on best instructional practices after feedback on lesson observation.*
> Source: Head of institution 39

The responses indicate that instructional supervision is a critical practice of enhancing teachers' work performance. The responses of the 57 heads of institutions in this study highlight that instructional supervision can promote accountability, provide feedback, identify areas of professional development, provide necessary resources and support, establish a culture of continuous improvement, ensure adherence to policies and procedures, encourage collaboration and sharing of best practices, enable teachers to meet the needs of diverse learners, provide direction and purpose, and build trust and mutual respect. By adopting effective instructional supervision practices, heads of institutions can promote effective classroom instruction by the teachers, which can lead to improved work performance and ultimately, better outcomes for the learners.

A study in Kenya conducted in 2021 by Wambua (2021) supported these findings and emphasized the need for ongoing instructional supervision to support teachers in their professional development. During the interview, QASOs were asked to indicate what instructional supervision practices heads of institutions use in schools, and the response of one QASO was as follows:

> *Heads of institutions in schools use a variety of instructional supervision practices, such as classroom and peer observation, giving feedback to teachers. Some heads of institutions*

also use data to make decisions about best instructional practices that teachers are to use when teaching.
Source: QASO 2

Another respondent indicated:

Heads of institutions identify areas where teachers may need additional support to ensure effective teaching and learning and organize for coaching, mentoring and providing professional development workshops to ensure teachers use appropriate teaching methods when teaching.
Source: QASO 5

According to yet another response from the QASO:

Some of the heads of institutions monitor lesson plans prepared during lesson study and instructional time and provide resources and materials. Other heads of institutions recognize teachers' achievements by giving cash awards and through tours.
Source: QASO 6

The results of the QASOs interviews show that different instructional supervision strategies are used by school administrators to assist teachers in carrying out their duties. Among the most often used strategies are professional development seminars, coaching, mentoring, feedback, and classroom observation. These procedures are crucial for making sure that educators get the help they need to advance their pedagogical abilities, which in turn may raise student accomplishment. Lesson studies, peer observation, and reflective teaching techniques are also often used, giving educators the chance to work together and share knowledge. These kinds of actions encourage a collaborative culture among educators, which may boost morale and create a feeling of community among them, which can enhance performance.

Data-driven instructional supervision practices, such as analyzing student achievement data, are also used by some heads of institutions. These practices can help teachers identify areas where students are struggling, allowing them to adjust their teaching methods to address the challenges.

Other supervision practices used by heads of institutions include monitoring teachers' lesson plans, and ensuring that teachers have adequate instructional time. These practices are crucial in supporting teachers' planning and delivery of effective lessons. Additionally, heads of institutions use supervision practices that involve providing constructive feedback, supporting professional development, and recognizing teachers' achievements. These practices promote a positive work environment and can motivate teachers to perform better. According to similar research conducted in Kenya by Kibet et al. (2020), instructional monitoring techniques had a major impact on instructors' productivity. The frequency and caliber of supervision and feedback, for example, were shown to be important variables in determining instructors' job performance. The study's results confirm how crucial the instructional supervision strategies mentioned in the QASOs' interviews are for enhancing instructors' productivity at work.

The QASOs were also asked to indicate how instructional supervision in schools' influence teachers' work performance, and one QASO responded:

> *Instructional supervision in schools is critical for improving teachers' work performance by providing feedback, support, professional development opportunities to identify their strengths and weaknesses, and ensuring effective implementation of the curriculum.* Source: QASO 6

Another respondent indicated that:

> *Instructional supervision results in better student outcomes, increased accountability and transparency for both the head of institution and the teachers.*
> Source: QASO 4

According to yet another response from the QASO:

> *There is improved teacher morale and job satisfaction, while poor instructional supervision can lead to low morale and decreased job satisfaction.* Source: QASO 8

The responses provided by the QASOs highlight the importance of instructional supervision in improving teachers' work performance. The feedback and support provided through instructional supervision help teachers to identify areas for improvement and enhance their teaching practices, ultimately leading to better student outcomes. Additionally, effective instructional supervision can lead to increased teacher morale and job satisfaction, which are critical factors for motivating teachers. Therefore, it is essential for heads of institutions as instructional leaders in their schools and education systems to prioritize effective instructional supervision practices to ensure that teachers receive the support and feedback, they need to perform their jobs well.

According to a similar research, instructional monitoring significantly improved instructors' job performance in comprehensive schools (Kiboi and Kimamo, 2019). The significance of supportive supervision—which entails giving instructor's feedback and encouragement to enhance their pedagogical approaches—was also emphasized by the research. The results highlight the necessity for efficient supervision procedures in schools by indicating that, in the Kenyan setting, instructional monitoring may have a favorable influence on teachers' job performance. The responses provided by the QASOs regarding instructional leadership and supervision also align with the importance of teacher support and professional development in improving teachers' work performance. The clear expectations and regular feedback by the heads of institutions can help teachers understand their strengths and weaknesses and focus on improving their teaching practice.

Teachers may foster a culture of lifelong learning and professional development by using a range of supervisory strategies, such as teamwork and peer observation opportunities. Furthermore, meeting the individual requirements of teachers and enhancing their productivity at work depend

heavily on the use of data and evidence to guide instructional supervision and pinpoint areas in which instructors want more assistance. Targeted professional development opportunities can help teachers build the skills and knowledge necessary to address identified gaps in their practice. Finally, the integration of instructional supervision into the school's overall improvement plan and the continuous monitoring and adjustment of supervision activities can help ensure sustained improvement in teacher work performance. According to similar research by Mutinda and Kisangau (2021), teachers' job performance in Kenyan public secondary schools was significantly impacted by instructional monitoring, feedback, and school leadership support. The results highlight how crucial the QASOs' answers on instructional leadership and supervision are to raising Kenyan teachers' productivity at work.

4.5.2 Association between Instructional Supervision and Teachers' Work Performance

Spearman rank correlation was calculated in order to determine the relationship between instructional supervision and instructors' job performance. The findings are shown in Table 10.

Table 10: Association between Instructional Supervision and Teachers' Work Performance

			Instructional Supervision	Teachers' Work Performance
Spearman's rho	Instructional Supervision	Correlation Coefficient	1.000	.086
		Sig. (2-tailed)	.	.149
		N	286	286
	Teachers' Work Performance	Correlation Coefficient	.086	1.000
		Sig. (2-tailed)	.149	.
		N	286	286

Source: Researcher (2023)

The results demonstrate a positive spearman rank correlation (r = 0.086; p = 0.149) between instructors' job performance and instructional supervision. The findings demonstrate that the two variables have a positive correlation. The interpretation of the data points to a very small positive association between instructors' job performance and instructional supervision, suggesting that there may be a tiny propensity for teachers who get more supervision to perform better. Furthermore, the correlation coefficient may be the result of chance since the p-value of 0.149, which is larger than the 0.05 threshold of significance, indicates that the connection is not statistically significant. According to the data, there is a very weak connection (Spearman rank correlation coefficient of r = 0.086) between instructional supervision and instructors' job performance, notwithstanding a minor positive link. This suggests that there is little evidence of an actual trend toward higher performance among instructors who have more instructional monitoring. Additionally, the p-value of 0.149 above the statistical significance threshold of 0.05, indicating that the weak association may have happened by chance rather than being statistically significant.

4.6 Influence of Facilitation of Professional Development Opportunities on Teachers' Work Performance

The study's third goal was to determine how teachers' job performance at public comprehensive schools in Kenya's Nakuru County was impacted by the heads of institutions' facilitation of professional development opportunities. This section contains the analysis's conclusions.

4.6.1 Descriptive Statistics for Facilitation of Professional Development Opportunities

Teachers' assessments of their training requirements and professional development resources are significantly illuminated by the data in Table 11, which offers descriptive statistics for the facilitation of professional development opportunities.

Table 11: Descriptive Statistics for Facilitation of Professional Development Opportunities

Statement	SD F(%)	D F(%)	N F(%)	A F(%)	SA F(%)	Mean	Std Dev
Identifies teachers' training needs to improve instructional performance	0 (0.0%)	5 (1.7%)	40 (14.0%)	205 (71.7%)	36 (12.6%)	3.69	0.80
Encourages teachers to attend in-service training on best instructional practice	4 (1.4%)	0 (0.0%)	47 (16.4%)	122 (42.7%)	113 (39.5%)	4.00	0.97
Provides guidance on teachers' individual performance gaps	1 (0.3%)	2 (0.7%)	49 (17.1%)	219 (76.6%)	15 (5.2%)	3.72	0.70
Organizes peer-group coaching programmes to solve work challenges	0 (0.0%)	7 (2.4%)	42 (14.7%)	201 (70.3%)	36 (12.6%)	3.82	0.74
Encourages teachers to enroll for TPD to improve their competencies in teaching	1 (0.3%)	6 (2.1%)	54 (18.9%)	123 (43.0%)	102 (35.7%)	3.94	1.00
Recommends teachers to pursue further studies to advance their career	3 (1.0%)	9 (3.1%)	75 (26.2%)	117 (40.9%)	82 (28.7%)	3.80	0.98

Source: Researcher (2023)

The statement concerning the identification of teachers' training needs to improve instructional performance received responses of 0 (0.0%) for strongly disagree, 5 (1.7%) for disagree, 40 (14.0%) for neutral, 205 (71.7%) for agree, and 36 (12.6%) for strongly agree. This resulted in a mean of 3.69 and a SD of 0.80. These results suggest that a substantial majority of respondents (approximately 84.3%) agree or strongly agree that their training needs are adequately identified, which is consistent with findings from Khan (2012), who emphasized the importance of instructional leadership in planning professional development initiatives tailored to teachers' needs. The findings are also similar to those by Ogba, et al. (2020) who observed that most heads of institutions helped identify teachers' training needs to improve instructional performance. Effective identification of training needs is crucial for fostering a productive learning environment, and the results indicate that most teachers feel supported in this regard.

In examining the extent to which teachers are encouraged to participate in in-service training on best instructional practices, the responses were varied: 4 (1.4%) for strongly disagree, 0 (0.0%) for disagree, 47 (16.4%) for neutral, 122 (42.7%) for agree, and 113 (39.5%) for strongly agree, yielding a mean of 4.00 and a SD of 0.97. The high percentage of those who agree (approximately 82.2%) suggests a robust encouragement from leadership for professional development through in-service training. This aligns with Laska (2016)'s assertion that professional development significantly enhances teachers' practices, thereby impacting student learning. The finding indicates a positive perception among teachers regarding the encouragement they receive, which is essential for their ongoing development and adaptability to modern instructional strategies. The results are also in line with those in a study by Ndaita (2015) who found that the head teachers encourage teachers to attend in-service training on best instructional practice.

Responses to the question of whether or not teachers receive individual performance gaps guidance were as follows: 1 (0.3%) strongly disagreed, 2 (0.7%) disagreed, 49 (17.1%) agreed, 219 (76.6%) agreed, and 15 (5.2%) strongly agreed. The mean score was 3.72 with a SD of 0.70. The vast majority of respondents (about 81.8%) who said that they agreed or strongly agreed with the statement indicate that instructors believe their unique needs are acknowledged and met. The results of Sedova et al. (2016), who highlighted the significance of focusing staff development efforts to fulfill diverse instructional demands, are consistent with this. By filling the knowledge gap between theory and practice, this kind of focused professional development improves student outcomes and teacher effectiveness. The results align with a study conducted by Hegwood (2022) which demonstrated that guidance on individual performance gaps is given by head of institutions to teachers. Teachers have the ability to enhance their work performance when they receive guidance on these gaps.

When considering the organization of peer-group coaching programs to tackle work challenges, the statistics revealed responses of 0 (0.0%) for strongly disagree, 7 (2.4%) for disagree, 42 (14.7%) for neutral, 201 (70.3%) for agree, and 36 (12.6%) for strongly agree, with a mean of 3.82 and a SD of 0.74. The high rate of agreement (approximately 82.9%) underscores the perceived value of collaborative professional development measures, such as peer coaching. This notion is supported by Laska (2016) and Mestry (2017), who found that peer coaching could significantly enhance teaching practices. The resultant collaborative environment not only fosters professional growth but also nurtures a culture of shared learning among educators, which is vital for addressing common challenges.

The results concerning encouragement for teachers to enroll in teacher professional development programs to improve their competencies showed responses of 1 (0.3%) for strongly disagree, 6 (2.1%) for disagree, 54 (18.9%) for neutral, 123 (43.0%) for agree, and 102 (35.7%) for strongly agree, leading to a mean of 3.94 and a SD of 1.00. Here, 78.7% of educators expressed agreement on being encouraged to pursue further training, painting a positive view of administrative support for professional growth. In alignment with findings from Ndaita (2015), who reported that principals actively promoted continued education among their staff, this support is likely to foster a culture of lifelong learning that is paramount for both teacher retention and effective pedagogy. The findings are in agreement with those in a study by Opere (2022) which revealed that teacher professional development programmes ensure that the professional knowledge and skills of practicing teachers are up to date and that teachers are able to deliver high-quality professional service that meets the expectations of the education sector and other stakeholders and ultimately, impact on pupils' academic outcomes.

Finally, in the context of recommending further studies to advance teachers' careers, the data indicated 3 (1.0%) for strongly disagree, 9 (3.1%) for disagree, 75 (26.2%) for neutral, 117 (40.9%) for agree, and 82 (28.7%) for strongly agree, culminating in a mean score of 3.80 and a SD of 0.98. The nearly 69.6% of teachers who expressed agreement reflects a significant level of acknowledgment of career advancement support. This is corroborated by the literature, notably the work of Kyei and Osei (2019), which emphasized the necessity for school leadership to facilitate educational advancements for their staff. The inclination towards self-improvement and career development is vital for maintaining morale and enhancing teaching quality in the long term.

In summary, the results imply a generally positive perception among teachers regarding the facilitation of professional development opportunities by their heads of institutions. This indicated means and high rates of agreement across all statements suggest that teachers feel supported in various dimensions of their professional growth. This alignment with findings from the existing literature further substantiates the critical role that school leadership plays in shaping effective teaching practices and improving teaches' work performance in primary education settings. The insights drawn not only emphasize the importance of professional development in enhancing instructional quality but also highlight the foundational necessity for schools to foster environments conducive to ongoing teacher growth and adaptability.

The heads of institutions were asked during interviews to indicate what opportunities for professional development are made available for teachers in the school. The findings demonstrate that a majority of the institution heads (51 out of 57) believe in providing instructors with opportunity to attend professional development events such as workshops, conferences, and seminars. One school's head of faculty replied:

> *I encourage regular in-service training for the teachers to ensure that they stay up-to-date with the latest teaching methodologies and trends. This includes attending workshops, seminars, and conferences, which are conducted externally.*
> Source: Head of institution 57

Another respondent indicated:

> *I encourage teachers to enroll for courses that will support them in career advancement.*
> Source: Head of institution 38

The responses show that there are various opportunities for professional development available for teachers in the schools. These opportunities range from in-service training, mentoring, coaching

and career advancement. The provision of such opportunities helps to ensure that teachers remain up-to-date with the latest teaching methodologies and trends, and are able to develop their skills and knowledge to improve their teaching practice.

The heads of institutions' responses also alluded to the fact that the various opportunities provided to teachers for professional development enabled teachers to be innovative and creative that resulted in effective teaching translating to better pupils' academic performance in KCPE. One of the responses was as follows:

> *Professional development opportunities for teachers can provide new teaching techniques, keep them up-to-date with the latest trends. This makes teachers creative and innovative and use the knowledge in coming up with diverse teaching strategies which are effective.*
> Source: Head of institution 17

According to yet another response from the head of institution:

> *Professional development allows for networking and collaboration and improve morale and job satisfaction impacting the academic achievement of the pupils positively.*
> Source: Head of institution 10

Overall, the heads of institutions acknowledge the importance of professional development opportunities in improving teachers' work performance in various ways such as providing new teaching techniques, keeping up with the latest trends, improving morale and job satisfaction, reflecting on teaching practices, and addressing weaknesses and challenges experienced when teaching. The heads of institutions also recognize the impact of professional development on student outcomes, collaboration, and career development.

The heads of institutions were also asked to explain how facilitation of professional development opportunities for teachers help in improving their performance. The results show that 36 out of the

57 heads of institutions explained that professional development opportunities allowed teachers to stay updated with the latest teaching methodologies and educational technology, thereby enhancing their teaching skills. The response from one of the heads of institutions was:

> *Professional development opportunities are crucial for teachers to keep up with the latest teaching methodologies and technology.* Source: Head of institution 54

Another respondent indicated:

> *Through professional development, teachers learn new strategies to engage pupils and improve academic outcomes.* Source: Head of institution 7

Consistent with previous research, this study confirms that providing instructors with chances for professional development significantly improves student learning results (Mugambi and Kimemia, 2021). Investing in teachers' professional development is crucial to improving the country's education, according to the report. Participating educators significantly enhanced their pedagogical abilities and classroom management strategies, according to research by Owolabi (2016). The pupils' academic performance mirrored this change as well, showing signs of more interest and enthusiasm in their study.

The study findings are also similar to a study in Kenya by Kihara (2021) who observed the importance of professional development opportunities as a crucial matter in improving teachers' work performance in terms of subject matter knowledge, teaching skills, and attitudes towards teaching. Professional development opportunities may boost teacher engagement, which in turn improves student results and creates a more supportive school atmosphere, according to the research. Okoth and Kavale (2021) looked at the correlation between professional development for teachers and students' test scores in Kenya. According to the results, there was a beneficial

effect when teachers took part in professional development activities. on student academic performance. Okoth and Kayale recommended that schools should prioritize professional development opportunities for their teachers to improve the quality of education.

The QASOs were asked to indicate what professional development opportunities were there in the sub-county for teachers to engage in so as to improve their work performance. According to one of the respondents:

> *Professional development opportunities for teachers in the sub-county include workshops, seminars, conferences, mentorship and coaching programs and in-service training.* Source: QASO 5

According to yet another response from the QASO:

> *There is also ongoing support and networking opportunities in the sub-county where heads of institutions create opportunities for their teachers to work together in their respective clusters.*
> Source: QASO 1

Another respondent indicated:

> *There are ongoing trainings on new curriculum to improve teachers' instructional practices.* Source:
> QASO 8

The QASOs were also asked to indicate what opportunities heads of institutions make available for teachers' professional development in schools. The response from one QASO was as follows:

> *Heads of institutions provide various opportunities for professional development to teachers such as in-service training, mentorship and coaching programs.*
> Source: QASO 5

Another respondent indicated:

> *I have observed heads of institutions provide and make available resources for peer observation and lesson study. The heads of institutions also encourage collaboration and peer learning among teachers.*
> Source: QASO 6

According to yet another respondent:

> *There is support for teachers to attend workshops, seminars and conferences, and support for pursuing advanced degrees or certifications.*
> Source: QASO 3

These results are in line with those of research by Orodho, Serem, and Mutisya (2018) that looked at the relationship between professional development options, such as mentorship and coaching, and the performance of teachers at public comprehensive schools in Kenya. Additionally, the research emphasized the need of offering incentives to encourage instructors to enhance their performance and cultivating a supportive work environment.

The QASOs were also asked to explain how professional development opportunities provided to teachers influence their work performance. One response from the QASO was that:

> *The professional development opportunities provided to teachers such as in-service training, seminars and workshops can empower them professionally and make them be effective and responsible as they carry out their instructional activities through putting into practice the new knowledge and skills learnt during the seminars and workshops.*
> Source: QASO 4

Another respondent indicated:

> *Teachers become more creative and innovative because they adopt new teaching methods thus improving the quality of instruction.*
> Source: QASO 2

According to yet another response from the QASO:

> *Teachers who have the opportunity to have mentorship, coaching and support from their head of institution would likely be motivated and committed to their work which leads to enhanced work performance.*
> Source: QASO 7

The responses suggest that by providing opportunities for teachers to attend in service training, seminars and workshops, teachers become empowered to take ownership of their work and create

a sense of responsibility towards their profession Teachers' motivation, dedication, and job satisfaction may all rise as a result, which may eventually boost output. Heads of institutions may also assist instructors in implementing innovative teaching strategies and raising the quality of education by promoting creativity and innovation in the classroom. Both the general academic performance and learning outcomes of the students may benefit from this. Similar research by Oyaro, Ojwang, and Odundo (2020) indicated that leadership techniques, such support, mentorship, and participatory decision-making, had a substantial favorable impact on teachers' job performance in secondary schools in Kenya. The research emphasizes how crucial leadership is to raising Kenyan teachers' productivity and boosting the country's overall educational results.

4.6.2 Association between Facilitation of Professional Development Opportunities and Teachers' Work Performance

Spearman rank correlation was calculated in order to determine the relationship between the heads of institutions' facilitation of professional development opportunities and instructors' job performance. The findings are shown in Table 12.

Table 12: Association between Facilitation of Professional Development Opportunities and Teachers' Work Performance

			Facilitation of Professional Development Opportunities	Teachers' Work Performance
Spearman's rho	Facilitation of Professional Development Opportunities	Correlation Coefficient	1.000	.131*
		Sig. (2-tailed)	.	.026
		N	286	286
	Rating of Teachers' Work Performance	Correlation Coefficient	.131*	1.000
		Sig. (2-tailed)	.026	.
		N	286	286

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

Source: Researcher (2023)

The results demonstrate a positive spearman rank correlation (r = 0.131; p = 0.026) between teachers' job performance and the facilitation of professional development opportunities (PDO). The findings demonstrate that the two variables have a positive correlation. In other words, there was a unit 0.131 improvement in teachers' job performance for every unit increase in the availability of professional development opportunities. The connection is regarded as statistically significant since the p-value (0.026) was less than the test significance threshold of 0.05. The findings imply that improving teachers' job performance was a successful use of the professional development options offered by the institutions. The findings have resemblance to research

conducted by Sedova et al. (2016), which noted that offering professional development opportunities was the primary means of enhancing teaching in several secondary schools.

4.7 Influence of Facilitation of Incentives on Teachers' Work Performance

The study's fourth goal was to ascertain if the heads of institutions' facilitation of incentives had an impact on the productivity of teachers at public comprehensive schools in Kenya's Nakuru County. The results from the analysis are contained in this section. The results summarized in Table 13 present the descriptive statistics for various statements regarding the facilitation of incentives for teachers by their heads of institutions.

Table 13: Descriptive Statistics for Facilitation of Incentives

Statement	SD F(%)	D F(%)	N F(%)	A F(%)	SA F(%)	Mean	Std Dev
Gives certificates of merit to teachers who meet targets	127 (44.4%)	87 (30.4%)	37 (12.9%)	22 (7.7%)	13 (4.5%)	1.97	1.11
Encourages teachers to participate in the TOYA	92 (32.2%)	39 (13.6%)	105 (36.7%)	38 (13.3%)	12 (4.2%)	2.39	1.20
Praises teachers in front of their peers for outstanding performance of duties	48 (16.8%)	73 (25.5%)	21 (7.3%)	46 (16.1%)	98 (34.3%)	3.07	1.54
Praises teachers in public for exemplary performance in pupils' academic performance	52 (18.2%)	66 (23.1%)	45 (15.7%)	37 (12.9%)	86 (30.1%)	3.05	1.51
Ensures teachers get timely awards for achievement of targets set	147 (51.4%)	68 (23.8%)	23 (8.0%)	20 (7.0%)	28 (9.8%)	2.00	1.34
Organizes tours for teachers to celebrate achievements	207 (72.4%)	26 (9.1%)	12 (4.2%)	27 (9.4%)	14 (4.9%)	1.69	1.17

Source: Researcher (2023)

One significant finding relates to the statement on providing certificates of merit to teachers who meet targets, where a majority reported their disagreement with this practice—127 teachers, or 44.4%, strongly disagreed, and 87 teachers, or 30.4%, disagreed. Conversely, only 22 (7.7%) and 13 (4.5%) teachers agreed or strongly agreed, respectively, suggesting a low perceived value of this incentive measure. With a mean score of 1.97 and a SD of 1.11, these results imply that teachers may feel that certificates of merit are insufficient or ineffective in recognizing their efforts. This finding aligns with discussions by Abdullah and Wan (2013), who highlighted those non-monetary incentives, such as recognition, might not be seen as prize-worthy unless they are substantial and meaningful in enhancing teachers' motivation. These results suggest that there is a significant lack of recognition for teachers achieving their goals, which could demotivate them and lead to reduced work performance, echoing the findings of Muguongo et al. (2015) that there was poor compensation and recognition in some schools, and this discouraged teachers' responsibilities and performance of their duties. The absence of a merit-based recognition system may inhibit a culture of excellence and accountability, which is crucial for educational improvement.

Another notable aspect is the perception of encouragement for teachers to participate in the TOYA initiative. Responses indicate that a significant fraction of 92 individuals (32.2%) strongly disagreed with this encouragement, while 39 (13.6%) disagreed. On the other hand, 105 teachers (36.7%) remained neutral, and only 12 (4.2%) strongly agreed, resulting in an average score of 2.39 and a higher SD of 1.20. These statistics reveal a divide among teachers concerning the facilitation for participation in the TOYA initiative. This resonates with findings from Jones and Herzberg (2015), who contended that financial incentives tend to garner more impact due to their

direct link to performance and retention compared to non-monetary incentives, indicating that merely encouraging participation might not be sufficient.

Furthermore, praise received by teachers from peers for outstanding performance emerged as another area of concern. Here, 48 (16.8%) reported strongly disagreeing with such praise, while a more considerable portion, 98 individuals (34.3%), strongly agreed, resulting in a mean score of 3.07 and a SD of 1.54. This indicates a rather divided opinion on the value of peer recognition, which, according to the study by Hooper et al. (2020), could significantly enhance teacher motivation and performance in a different cultural context. Such practices underscore the work of Warrah et al. (2018), who assert that non-monetary incentives, like public praise, were used in many schools to create a positive work environment conducive to teacher motivation. This suggests a need to cultivate an environment where peer acknowledgment is not only encouraged but also systematically integrated into routine practice within Kenyan comprehensive schools to realize its potential benefits.

The perception of public recognition for exemplary performance in pupil's academic achievements also demonstrated a favorable view among participants, with 52 (18.2%) strongly disagreeing and a larger 86 (30.1%) strongly agreeing. The calculation of the mean yielded a score of 3.05 with a SD of 1.51. The results here underline the potential benefits of public acknowledgment, aligning with Wills (2016) who posits that teacher performance is multifaceted and ought to encompass various recognitional strategies beyond mere numerical scores. This suggests an opportunity for schools' heads of institutions in Nakuru to harness public praise effectively to foster a more positive teaching environment.

Another critical observation emerges from the statement regarding ensuring timely awards for achieving targets set, where 147 respondents (51.4%) strongly disagreed, and only 28 (9.8%) agreed. This culminated in a mean of 2.00 and a SD of 1.34. The overwhelming negativity towards the timeliness of awards suggests a significant lack in administrative support for motivating teachers. This finding corroborates insights from Muguongo et al. (2015), where inadequate compensation and recognition were identified as factors negatively impacting teachers' job satisfaction and performance in Kenya. This highlights an urgent need for systemic changes within schools to ensure prompt recognition of achievements to sustain motivation. This also aligns with findings from Spaull (2015), which suggest that most heads of institutions did not ensure credible incentive systems that can directly impact teacher performance.

Lastly, the data reveals an overwhelmingly negative perception of organizing tours for teachers as an incentive, where 207 (72.4%) of respondents strongly disagreed, culminating in a mean of 1.69 with a SD of 1.17. This clearly indicates a disconnect between the administration's efforts to organize tours and the perceived value by teachers, which may reflect underlying issues such as insufficient resources or opportunities provided to pursue professional growth outside traditional settings. Enwereji et al. (2017) emphasize that incentives such as trips could potentially improve teachers' motivation, however, the current responses signal a clear need for reevaluation of such incentive measures to suit the contextual needs of teachers in Nakuru County better.

The findings from these statements suggest that while there is some appreciation among teachers for recognition practices, many expressed dissatisfactions regarding the existing non-monetary incentives in relation to their motivational impact. Moreover, the literature indicates a consistent gap between expected and actual incentive outcomes, calling for schools to explore a more

integrated approach that combines both financial and non-monetary rewards tailored to the specific contexts of Kenyan comprehensive schools.

The heads of institutions were asked to indicate what incentives are given to teachers who meet set targets in their school. One of the head of institutions responded as follows:

> *I have an incentive programme in place where teachers who meet their targets are given a cash award at the end of the year.*
> Source: Head of institution 28

According to yet another response from the head of institution:

> *In the school, for teachers who have met their targets, there are gifts given and certificates of recognition awarded for work well done*.
> Source: Head of institution 31

Another respondent indicated:

> *There is no incentive programme in the school but we praise teachers in front of their peers and during parents' meetings*.
> Source: Head of institution 6

Based on the responses provided by the heads of institutions, it is evident that there is a variety of incentive programmes and practices in place to motivate and reward teachers who meet their targets. While some schools offer cash awards, certificates, and gifts, others provide opportunities for peer review. However, some schools do not have a formal incentive programme but rely on verbal recognition and praise to acknowledge their teachers' hard work and achievements.

The findings are consistent with research conducted by Kainga (2021), which showed that teachers' work happiness and performance may be greatly enhanced by the introduction of incentive programs. According to the study, teachers who took part in an incentive program that offered cash payouts, chances for professional growth, and public recognition had higher job satisfaction and

were more likely to reach their performance goals than their non-participating counterparts. Therefore, it is essential for heads of institutions in their schools to have a well-designed and effective incentive programme in place to enhance their teachers' motivation and performance.

The heads of institutions were also asked to explain how providing incentives to teachers influence their performance. One of the heads of institutions responded:

> *Providing incentives such as gifts and certificates of merit can motivate teachers to perform better and increase their productivity.*
> Source: Head of institution 13

According to yet another response from the head of institution:

> *It creates a sense of competition among teachers.*
> Source: Head of institution 16

Based on the responses provided by the heads of institutions, it emerged that providing incentives to teachers can be an effective way to improve their work performance. However, the sustainability of incentives should be carefully considered. According to recent research done in Kenya in 2021, offering instructors incentives improved student test results temporarily but did not have a long-term impact (Kingdon & Sandefur, 2021). To guarantee long-term development in teachers' job performance, incentives should be used in combination with other treatments, even if they may be a beneficial tool in and of themselves. The QASOs were questioned about the rewards that administrators provide to teachers who meet goals in the classroom. Among the QASO's comments was that:

> *Heads of institutions give incentives and recognize teachers who achieve set targets in schools through financial rewards, certificates of recognition and public recognition.*
> Source: QASO 7

The replies from the QASOs hint that offering incentives helps instructors feel valued and acknowledged, which in turn promotes a culture of excellence and high performance. The provision of financial rewards may be effective in motivating teachers, as it provides tangible benefits that can improve their financial well-being. However, it is important to note that financial incentives may not be sustainable, and may lead to a culture of competition rather than collaboration among teachers. On the other hand, certificates of recognition and public recognition can be effective in improving teacher motivation and job satisfaction, as they provide a sense of accomplishment and validation for teachers. The results suggest that financial rewards and certificates of recognition are the most common incentives provided by heads of institutions in public comprehensive schools in Nakuru County for teachers who attain set targets. These findings are consistent with a study conducted by Ongachi and Mutisya (2018) in Kenya, which found that financial incentives and recognition were the most effective incentives for improving teacher motivation and job performance.

The QASOs were asked to give their opinion on how provision of incentives to teachers influence their work performance. The following results emerged from one of the respondents:

> *Providing incentives to teachers improves work performance and fosters a culture of excellence and healthy competition.*
> Source: QASO 1

According to yet another respondent:

> *It boosts morale and motivation of the teachers and promotes accountability.*
> Source: QASO 4

The study's findings imply that offering incentives has a beneficial effect on instructors' productivity. These results align with earlier studies carried out in Kenya. According to research

by Kiprop (2018), teachers' work performance at Kenya's public secondary schools was enhanced when they were given incentives including cash payouts, recognition, and chances for professional growth. Additionally, Kiprop's (2018) research found that offering incentives raised teacher retention rates, decreased absenteeism, and enhanced teacher enthusiasm and satisfaction. These results are in line with the comments from the QASOs, who said that offering incentives makes instructors feel appreciated and recognized and promotes a culture of excellence and high performance.

4.8 Teachers' Work Performance as per the Job Appraisal Results

This section presents the results with respect to the teachers' work performance (the dependent variable) as per the job appraisal results in the TPAD tool.

4.8.1 Performance Rating for Professional Knowledge and Practice

The teachers were asked to indicate the rating of their performance on professional knowledge and practice teaching standard according to the latest job performance appraisal (TPAD) tool at their current school. The responses are as provided in Table 14.

Table 14: Performance Rating for Professional Knowledge and Practice

Rating	Frequency	Percentage
Did not meet the targets (0-20%)	0	0
Met some of the targets (21 – 40%)	2	0.7
Met most of the targets (41-60%)	46	16.1
Fully met the targets (61-80%)	234	81.8
Fully met and exceeded the targets (81-100%)	4	1.4
Total	286	100

Source: Researcher (2023)

Out of N=286 respondents, the frequencies for the ratings of professional knowledge and practice were reported as follows: 234 respondents (81.8%) indicated a rating of 61 to 80% (fully met their targets), 43 respondents (15.1%) rated their performance as 41 to 60% (met most of the targets), 4 respondents (1.4%) gave a rating of 81% to 100%, and 2 respondents (0.7%) gave a rating of 21 to 40% (met some of the targets). Thus, based on the results in Table 43, it can be concluded that the majority of the teachers (81.8%) believed that they fully met their targets related to professional knowledge and practice.

4.8.2 Performance Rating for Comprehensive Learning Environment

The teachers were asked to indicate the rating of their performance in comprehensive learning environment teaching standard according to the latest job performance appraisal (TPAD) tool at their current school. The responses are as provided in Table 15.

Table 15: Performance Rating for Comprehensive Learning Environment

Rating	Frequency	Percentage
Did not meet the targets (0-20%)	0	0
Met some of the targets (21 – 40%)	2	0.7
Met most of the targets (41-60%)	81	28.3
Fully met the targets (61-80%)	164	57.3
Fully met and exceeded the targets (81-100%)	39	13.6
Total	286	100

Source: Researcher (2023)

Based on a total sample of N=286 respondents, the frequencies for the results in Table 15 are as follows: 164 respondents (57.3%) indicated that their score for comprehensive learning environment was 61 to 80% (fully met their targets), 81 respondents (28.3%) gave a rating of 41

to 60% (met most of the targets), 39 respondents (13.6%) gave a rating of 81% to 100% (fully met and exceeded the targets), and 2 respondents (0.7%) gave it a rating of 21 to 40% (met some of the targets). Overall, the results suggest that over 60% (F=203) of the teachers were convinced that they had fully met the targets related to the comprehensive learning environment standard.

4.8.3 Performance Rating for Teacher Professional Development

The teachers were asked to indicate the rating of their performance on teacher professional development standard according to the latest job performance appraisal (TPAD) tool at their current school. The responses are as provided in Table 16.

Table 16: Performance Rating for Teacher Professional Development

Rating	Frequency	Percentage
Did not meet the targets (0-20%)	0	0
Met some of the targets (21 – 40%)	2	0.7
Met most of the targets (41-60%)	58	20.3
Fully met the targets (61-80%)	183	64.0
Fully met and exceeded the targets (81-100%)	43	15.0
Total	286	100

Source: Researcher (2023)

Based on a sample size of N=286, the frequencies for the performance rating for teacher professional development are as follows: 183 respondents (64%) indicated that their score for performance rating for teacher professional development was 61 to 80% (fully met their targets), 58 respondents (20.3%) gave a rating of 41 to 60% (met most of the targets), 43 respondents (15%) gave a rating of 81% to 100% (fully met and exceeded the targets), and 2 respondents (0.7%) gave it a rating of 21 to 40% (met some of the targets). Therefore, it can be concluded that more than

183 (64%) of the teachers in the sample were convinced that they had fully met the targets related to teacher professional development standard.

4.8.4 Performance Rating for Teacher Conduct and Professionalism

The teachers were asked to indicate the rating of their performance on teacher conduct and professionalism standard according to the latest job performance appraisal (TPAD) tool at their current school. The responses are as provided in Table 17.

Table 17: Performance Rating for Teacher Conduct and Professionalism

Rating	Frequency	Percentage
Did not meet the targets (0-20%)	0	0
Met some of the targets (21 – 40%)	0	0
Met most of the targets (41-60%)	39	13.6
Fully met the targets (61-80%)	138	48.3
Fully met and exceeded the targets (81-100%)	109	38.1
Total	286	100

Source: Researcher (2023)

Based on the data from Table 17 with a total of N=286 respondents, the frequency shows that 138 respondents (48.3%) rated their performance in teacher professional development as 61 to 80% (fully met their targets), 39 respondents (13.6%) rated their performance as 41 to 60% (met most of the targets), and 109 respondents (38.1%) rated their performance as 81% to 100% (fully met and exceeded the targets). Therefore, it can be concluded that a frequency of 138 teachers (48.3%) believed that they fully met their targets related to teacher conduct and professionalism standard.

4.8.5 Performance Rating for Participation in Professional Learning Community

The teachers were asked to indicate the rating of their performance on participation in the professional learning community standard according to the latest job performance appraisal (TPAD) tool at their current school. The responses are as provided in Table 18.

Table 18: Performance Rating for Participation in Professional Learning Community

Rating	Frequency	Percentage
Did not meet the targets (0-20%)	0	0
Met some of the targets (21 – 40%)	24	8.4
Met most of the targets (41-60%)	69	24.1
Fully met the targets (61-80%)	176	61.5
Fully met and exceeded the targets (81-100%)	17	5.9
Total	286	100

Source: Researcher (2023)

The findings in Table 18 show that 176 (61.5%) respondents indicated that their score for performance rating for participation in the professional learning community was 61 to 80% (fully met their targets), 69 (24.1%) respondents gave a rating of 41 to 60% (met most of the targets), 24 (8.4%) respondents gave a rating of 21 to 40% (met some of the targets), and 17 (5.9%) respondents gave a rating of 81% to 100% (fully met and exceeded the targets). Based on the results, it can be inferred that over 61% of the teachers were convinced that they had fully met the targets related to participation in the professional learning community standard.

4.8.6 Descriptive Statistics for Teachers' Work Performance as per the Job Appraisal Results

The teachers were asked to indicate their average rating concerning the performance appraisal standards from the TPAD tool based on their latest teachers' job appraisal results. The responses were guided by the following 5-scale response classifications: Fully met and exceeded the targets (81-100%) [5], fully met the targets (61-80%) [4], Met most of the targets (41-60%) [3], Met some of the targets (21-40%) [2], and did not meet the targets (0-20%) [1]. The responses are as guided in Table 19.

Table 19: Descriptive Statistics for Teachers' Work Performance as per the Job Appraisal Results

	N	Mean	Std. Deviation	Skewness		Kurtosis	
					Std. Error	Statistic	Std. Error
Professional Knowledge and Practice	286	3.83	0.46	-2.361	.144	9.796	.287
Comprehensive Learning Environment	286	3.84	0.65	.018	.144	-.351	.287
Teacher Professional Development	286	3.93	0.61	-.144	.144	.169	.287
Teacher Conduct and Professionalism	286	4.24	0.68	-.344	.144	-.830	.287
Participation in Professional Learning Community	286	3.65	0.72	-.739	.144	.326	.287
Valid N (listwise)	286						

Source: Researcher (2023)

The mean scores for the teachers' work performance measures as shown in Table 19 were as follows: Professional Knowledge and Practice (3.83), Comprehensive Learning Environment (3.84), Teacher Professional Development (3.93), Teacher Conduct and Professionalism (4.24), and Participation in Professional Learning Community (3.65). The skewness for the performance measures for professional knowledge and practice is lower than -1 (negatively skewed) and thus the data is highly skewed. All the other performance measures had skewness ranging from -0.5 to 1, and thus, the data is positively skewed. The skewness is moderate. Since a negative kurtosis may have values anywhere from -2 to +2, this value range likewise fell inside the usual range. Rounding off all the mean scores results in a mean score of 4.0, indicating that the instructors achieved all the goals they set out to in all the performance criteria this research looked into. Related statistics for teachers' work performance are as shown below. The resultant statistics are as presented as follows:

N	Valid	286
	Missing	0
Mean		3.9075
Median		4.0000
Std. Deviation		.42240
Range		2.80
Minimum		2.00
Maximum		4.80

Source: Researcher (2023)

The findings show that the mean score was 3.9075, and the median 4.00, thus showing that majority of the teachers fully met their targets. The statistical results indicate that teachers' work performance, as assessed through the performance measures in this study, yielded a mean score of

3.9075 and a median of 4.00. These values suggest that majority of teachers fully met their performance targets. Additionally, the mean score, when rounded off to 4.0, signifies that teacher, on average, fully achieved their performance expectations across the various measures under investigation. The statistics reflect a generally positive and consistent trend in the teachers' work performance, with only minor variations and a range of 2.80, confirming that teachers demonstrated a high level of competence in meeting their targets in the study's performance measures.

4.8.7 Availability, Approval and Updating of Educational Records

In order to assess the data gathered using the document analysis checklist tool, the availability, approval, updated records, frequency of inspection, and inspection personnel were all checked. The results are shown in Table 20.

Table 20: Availability, Approval, and Updating of Educational Records and Frequency of Inspection

Item	Availability (%)	Approved (%)	Updated (%)	Frequency of Inspection	Who Does Inspection (%)
Schemes of Work	91	85	73	Weekly	Head of institution (52%), Deputy head of institution (27%), Senior teacher (21%)
Lesson Plans	84	81	69	Weekly	Head of institution (49%), Deputy head of institution (29%), Senior teacher (22%)
Lesson Notes	76	74	63	Fortnightly	Head of institution (46%), Deputy head of institution (33%), Senior teacher (21%)

Records of Work	81	78	65	Fortnightly	Head of institution (51%), Deputy head of institution (28%), Senior teacher (21%)
Learner Progress Records	69	67	58	Monthly	Head of institution (43%), Deputy head of institution (31%), Senior teacher (26%)
Teacher Attendance Register	98	96	92	Daily	Head of institution (53%), Deputy head of institution (32%), Senior teacher (15%)
Teachers' Class Attendance Records	92	88	76	Daily	Head of institution (48%), Deputy head of institution (29%), Senior teacher (23%)
Lesson Observation Forms	74	70	60	Monthly	Head of institution (44%), Deputy head of institution (32%), Senior teacher (24%)
TPAD Appraisal Forms	64	61	53	Quarterly	Head of institution (41%), Deputy head of institution (29%), Senior teacher (30%)
Supervision Reports of Teachers	56	52	43	Quarterly	Head of institution (38%), Deputy head of institution (28%), Senior teacher (34%)

Source: Researcher (2023)

Table 20 presents the availability, approval, and inspection frequency of teaching and learning documents in 57 public comprehensive schools in Nakuru County, Kenya. The results show that the availability of the teaching and learning tools varied across the different items, with teacher attendance registers being the most available (98%) and supervision reports of teachers being the least available (56%). The approval and updating of the tools also varied, with teacher attendance

registers having the highest approval (96%) and updating (92%) rates, while supervision reports of teachers had the lowest approval (52%) and updating (43%) rates.

The frequency of inspection also varied across the different items, with the teacher attendance register and TPAD appraisal forms being inspected daily and quarterly respectively. On the other hand, schemes of work and lesson plans were inspected weekly, while lesson notes, records of work, learner progress records, teacher class attendance records, and lesson observation forms inspected fortnightly or monthly. The head of institution was the most common inspector across all items, followed by the deputy head of institution and senior teacher.

The study's conclusions had a significant impact on instructional leadership strategies used in Kenya's Nakuru County's public comprehensive schools. Institution heads should make sure that all teaching and learning materials are readily accessible, routinely authorized, updated, and examined to verify their efficacy. To guarantee that instructors can create and utilize the papers efficiently, administrators of the institutions should also provide them the necessary training and assistance. The findings of this research are in line with a previous study conducted by Orodho et al. (2020), which discovered that there was little availability and use of current teaching and learning materials in Kenyan public comprehensive schools. Additionally, Orodho et al. (2020) pointed out that major obstacles to successful teaching and learning in public comprehensive schools were a lack of resources and poor training for educators and institution directors.

The QASOs were asked to explain how they would rate the work performance of teachers in their sub-county. One of the respondents indicated:

> *Overall, the work performance of teachers in the sub-county is good, but there is room for improvement in areas such as professional development, and participation in professional learning communities.*
> Source: QASO 4

According to yet another respondent:

> *The work performance of teachers is average though teachers need to be innovative and more creative in their work.*
> Source: QASO 2

One of the respondents indicated that:

> *The work performance of teachers is average. Teachers need to create a more comprehensive learning environment, adopting more innovative teaching practices.*
> Source: QASO 8

Another respondent indicated:

> *Teachers ought to improve on professional knowledge and practice in classroom management and assessment.*
> Source: QASO 1

Based on the responses given by the QASOs, the work performance of teachers in the sub-county appears to vary, with some respondents rating it as good, while others rate it as average or satisfactory. The areas of concern highlighted by the respondents include professional development, participation in professional learning communities, creating a comprehensive learning environment, adopting innovative teaching practices, and improving professional knowledge and practice in classroom management and assessment.

In a related study in Kenya, Njoroge and Mutisya (2020) found that teacher motivation, teacher training, and teacher professionalism were significant predictors of teachers' work performance. The study also highlighted the need for teachers to be provided with adequate resources and support to enable them to perform their duties effectively. This suggests that addressing the

concerns raised by the QASOs, such as professional development and participation in professional learning communities, could potentially improve teacher motivation and professionalism, leading to better work performance. Furthermore, the need for teachers to create a more comprehensive learning environment and adopt innovative teaching practices is consistent with current educational trends that prioritize learner-centered approaches and the use of technology to enhance learning (UNESCO, 2019). Therefore, there may be a need for targeted interventions to equip teachers with the skills and resources needed to implement these approaches effectively.

4.9 Regression Analyses

To determine if a combination of the instructional leadership techniques of the four heads of institutions had a substantial impact on instructors' job performance, multiple regression analysis was used. Four independent (predictor) factors were investigated: the distribution of instructional resources, instructional supervision, the availability of chances for professional growth, and the supply of incentives. The work performance of the instructors served as the dependent (criterion) variable. This particular analytic approach was selected because it enables the investigation of the correlation between many independent factors and one dependent variable, offering valuable information about the proportionate input of each predictor to the criteria variable. By analyzing these relationships, the researcher aimed to understand how variations in instructional leadership practices impact teachers' performance, allowing for a comprehensive assessment of these factors and their collective effect on educational outcomes.

4.9.1 Model Summary

The model summary for the relationship between instructional leadership practices of heads of institutions and work performance of teachers in public comprehensive schools in Nakuru County is shown in Table 21.

Table 21: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.509[a]	.259	.248	.36622

a. Predictors: (Constant), Facilitation of Incentives, Instructional Resource Allocation, Facilitation of Professional Development Opportunities, Instructional Supervision

Source: Researcher (2023)

The Model Summary table's independent variables may explain for a certain amount of the variation in the dependent variable, as shown by the R Square value. The independent factors included in Table 21 in public comprehensive schools accounted for 25.9% (R Square) of the variance in the contribution to teachers' job performance. Other characteristics not included in the model determined 74.1% of instructors' job performance. This suggests that the distribution of instructional resources, monitoring of teaching, provision of chances for professional growth, and provision of incentives all have an impact on the job performance of teachers in Nakuru County's public comprehensive schools. With an R-value of 0.509, each of these independent variables has a multiple correlation coefficient. The Adjusted R Square accounts for bias as the number of variables increases. Additional study is required to determine the other elements that will contribute the remaining 74.1% (i.e., 100% – 25.9%) of the job performance of teachers in Nakuru County's public comprehensive schools.

4.9.2 Analysis of Variances (ANOVA)

The results of the study variances are summarized in Table 22.

Table 22: Analysis of Variances (ANOVA) for the Variables

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13.171	4	3.293	24.556	.000b
	Residual	37.680	281	.134		
	Total	50.851	285			

a. Dependent Variable: Teachers' Work Performance

b. Predictors: (Constant), Facilitation of Incentives, Instructional Resource Allocation, Facilitation of Professional Development Opportunities, Instructional Supervision

Source: Researcher (2023)

According to the multiple regression findings, there was a beta coefficient of ($\beta 1 = 0.234$, $t = 3.370$; $p = 0.001$) between the distribution of instructional resources and the work performance of instructors. This indicates that there would be a 0.234 change in teachers' job performance for every unit adjustment in the instructional resource allocation made by heads of institutions. T cal [3.370] > t crit [1.96] was the appropriate t-statistic, and it was higher at 3.370 than the critical t-statistic. The distribution of instructional resources by institution heads has a statistically significant impact on instructors' job performance, as shown by the p-value of 0.001, which is less than the 0.05 threshold of significance. Furthermore, the null hypothesis (Ho 1) was rejected with a p-value less than 0.05 significance threshold, indicating that the distribution of instructional resources by institution heads had a statistically significant impact on instructors' job performance. Additionally, it indicates that instructors' job effectiveness was significantly predicted by the distribution of instructional resources. This shows that administrators are likely to have a beneficial

influence on teachers' job performance if they distribute instructional resources in an effective and efficient manner to promote teaching and learning. This result is in line with research by Kiiru and Kariuki (2022) that found that instructors' job effectiveness and the distribution of instructional resources were positively correlated.

4.9.3 Beta Coefficients for Heads of Institutions' Instructional Leadership Practices

The Beta Coefficients concerning regression outputs are presented in Table 23.

Table 23: Beta Coefficients for Instructional Leadership Practices

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.816	.212		8.552	.000
	Instructional Resource Allocation	.205	.061	.234	3.370	.001
	Instructional Supervision	.258	.068	.276	3.813	.000
	Facilitation of Professional Development Opportunities	.051	.038	.081	1.344	.180
	Facilitation of Incentives	.006	.022	.015	.263	.792

Source: Researcher (2023)

The estimated equation is as shown:

$Y = \beta_0 + \beta_1 IRA + \beta_2 IS + \beta_3 PDO + \beta_4 INC + \mathcal{E}$

Teachers' Work Performance = 0.234 IRA-Instructional Resource Allocation + 0.276 IS-Instructional Supervision + 0.081 PDO- Professional Development Opportunities + 0.015 INC- Incentives + 0.212 Standard error

The p values were as follows:

Instructional Resource Allocation (0.001), Instructional Supervision (0.000), Facilitation of Professional Development Opportunities (0.180), and Facilitation of Incentives (0.792). The results show that instructional resource allocation and instructional supervision had p values less than 0.05, and thus were significant predictors while professional development opportunities and incentives had p values more than 0.05 depicting insignificant predictors of teachers' work performance.

According to the multiple regression findings, there was a beta coefficient of ($\beta 1 = 0.234$, $t = 3.370$; $p = 0.001$) between the distribution of instructional resources and the work performance of instructors. This indicates that there would be a 0.234 change in teachers' job performance for every unit adjustment in the instructional resource allocation made by heads of institutions. T cal [3.370] > t crit [1.96] was the appropriate t-statistic, and it was higher at 3.370 than the critical t-statistic. The distribution of instructional resources by institution heads has a statistically significant impact on instructors' job performance, as shown by the p-value of 0.001, which is less than the 0.05 threshold of significance. Furthermore, the null hypothesis (Ho 1) was rejected with a p-value less than 0.05 significance threshold, indicating that the distribution of instructional resources by institution heads had a statistically significant impact on instructors' job performance. Additionally, it indicates that instructors' job effectiveness was significantly predicted by the distribution of instructional resources. This shows that administrators are likely to have a beneficial influence on teachers' job performance if they distribute instructional resources in an effective and efficient manner to promote teaching and learning. This result is in line with research by Kiiru and

Kariuki (2022) that found that instructors' job effectiveness and the distribution of instructional resources were positively correlated.

The findings of the multiple regression analysis further indicate that there was a beta coefficient of ($\beta 1 = 0.276$, $t = 3.813$; $p = 0.000$) between instructors' job performance and instructional supervision. This implies that the work performance of instructors would vary by 0.276 for every unit change in instructional supervision. The critical t-statistic was not met by the equivalent t-statistic, which was 3.813: (tcal [3.813] > tcrit [1.96]. The statistical analysis revealed a statistically significant impact of instructional supervision by heads of institutions on instructors' job performance, as shown by the p-value of 0.000, indicating a significance level below 0.05. Furthermore, the null hypothesis (Ho2) was rejected with a p-value less than 0.05 test significance threshold, indicating that the heads of institutions' instructional supervision had a statistically significant impact on instructors' job performance. Additionally, it indicates that a strong predictor of instructors' job effectiveness was instructional supervision. This suggests that educators are more likely to perform well at work if they are properly supervised and given feedback on their methods of education by their institution's leaders. This result is in line with other studies' findings that instructional monitoring improves instructors' productivity (Mukwa & Mburu, 2021; Gathoni et al., 2022). The results also corroborate those of research conducted in 2021 by Ndirangu and Njagi, which found that instructors who had frequent and efficient supervision were more likely to feel inspired and happy at work, which in turn led to better performance.

The third variable in the multiple regression findings, the facilitation of professional development chances, exhibited a beta coefficient of ($\beta = 0.081$, $t = 1.344$, $p > 0.05$) that was positive but not significant. The critical t-statistic (tcal [1.344] > tcrit [1.96]) was exceeded by the corresponding t-statistic of 1.344. The encouragement of professional growth by heads of institutions did not

statistically significantly affect teachers' job performance, as shown by the p-value of 0.180, which is more than 0.05 threshold of significance. Furthermore, the null hypothesis (Ho3) was accepted with a p-value larger than 0.05 test significance level, indicating that the provision of professional development opportunities by institution heads had no statistically significant impact on teachers' job performance. It also implies that there was no meaningful correlation between instructors' job performance and the availability of professional development opportunities. This shows that while the effect is not statistically significant, heads of institutions that provide professional development opportunities for teachers may have a favorable impact on the way those instructors perform at work. This result contradicts other research (Mwita & Orodho, 2021; Kariuki & Njoroge, 2022) that shown a favorable correlation between professional development opportunities and teachers' job performance.

Facilitation of incentives, the fourth variable in the multiple regression analysis, showed a non-significant beta value of ($\beta = 0.015$, $t = 0.263$, $p > 0.05$). The critical t-statistic (tcal [0.263] > tcrit [1.96]) was exceeded by the equivalent t-statistic of 0.263. Heads of institutions' facilitation of incentives had no statistically significant effect on instructors' job performance, as shown by the p-value of 0.792, which is larger than 0.05 threshold of significance. The null hypothesis (Ho4) was also accepted with a p-value larger than 0.05 test significance threshold, indicating that there was no statistically significant impact of institution heads' facilitation of rewards on instructors' job performance. It also implies that there was no meaningful correlation between the provision of incentives and instructors' productivity. This implies that administrators who provide rewards for excellent work may not have a major effect on the productivity of instructors. This conclusion is in line with other studies' inconsistent findings about how incentives affect teachers' productivity at work (Kimani & Mwangi, 2021; Wanyama & Kioko, 2022).

The research concludes that at public comprehensive schools in Kenya's Nakuru County, the distribution of instructional resources and the quality of instructional supervision are important indicators of teachers' job success. According to the research, in order to boost teachers' productivity at work, administrators should assign resources in an effective and efficient manner and provide effective instructional supervision. The research did not, however, discover any conclusive evidence about the impact of providing incentives and chances for professional development on teachers' job performance. The elements that affect these two aspects of teachers' job performance need further investigation.

4.9.4 Tests of Hypotheses for the Study

The coefficient outputs for the independent and dependent variables, as shown in Table 23, were used to test the study's hypotheses. The null hypotheses must be rejected if the p values obtained from the regression outputs for each variable under assessment were less than the standard value of 0.05.

The first hypothesis stated that *"**Ho_1**: Instructional resource allocation by heads of institutions has no statistically significant influence on teachers' work performance in public comprehensive schools in Nakuru County, Kenya."* Since the p-value associated with instructional resource allocation was 0.001 (Table 23), the null hypothesis is rejected and thus, it is concluded that instructional resource allocation by heads of institutions has a statistically significant influence on teachers' work performance in public comprehensive schools. Rejecting the null hypothesis means that instructional resource allocation by heads of institutions strongly contributed to teachers' work performance.

The second hypothesis stated that *"**Ho_2:** Instructional supervision by heads of institutions has no statistically significant influence on teachers' work performance in public comprehensive schools in Nakuru County, Kenya."* The null hypothesis is rejected since the p-value for instructional supervision in Table 23 is 0.000, indicating that teachers' job performance in public comprehensive schools is statistically influenced by instructional supervision provided by heads of institutions. If the null hypothesis is rejected, then heads of institutions' instructional supervision had a significant impact on instructors' productivity.

The third hypothesis stated that *"**Ho_3:** Facilitation of professional development opportunities by heads of institutions has no statistically significant influence on teachers' work performance in public comprehensive schools in Nakuru County, Kenya."* Since the p-value associated with the facilitation of professional development opportunities was 0.180 (Table 23), Since the null hypothesis is accepted, it can be said that providing professional development chances for teachers at public comprehensive schools does not statistically significantly affect their job performance. If the null hypothesis is accepted, then the provision of professional development opportunities by institution heads has no effect on the productivity of instructors.

The fourth hypothesis stated that *"**Ho_4:** Facilitation of incentives by heads of institutions has no statistically significant influence on teachers' work performance in public comprehensive schools in Nakuru County, Kenya."* The null hypothesis is accepted since the p-value for incentive facilitation was 0.792 (Table 23). As a result, it is determined that there is no statistically significant impact of incentive facilitation by institution heads on the work performance of teachers in public

comprehensive schools. If the null hypothesis is accepted, then providing incentives by institution leaders has no effect on instructors' productivity.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Findings, suggestions, and a brief overview of the research are all included in this section. The researchers in this study set out to determine how public comprehensive school principals in Nakuru County, Kenya, affected their staff's productivity in the classroom. This chapter provides a synopsis of the study's results, draws a conclusion, offers ideas for further research, and lists recommendations.

The objectives that guided the study were:

i) To determine the influence of instructional resource allocation by heads of institutions on teachers' work performance in public comprehensive schools in Nakuru County, Kenya.

ii) To examine the influence of instructional supervision by heads of institutions on teachers' work performance in public comprehensive schools in Nakuru County, Kenya.

iii) To establish the influence of facilitation of professional development opportunities by heads of institutions on teachers' work performance in public comprehensive schools in Nakuru County, Kenya.

iv) To determine the influence of facilitation of incentives by heads of institutions on teachers' work performance in public comprehensive schools in Nakuru County, Kenya.

5.2 Summary of the Findings

The summary of the findings of the study are as follows:

5.2.1 Influence of Instructional Resource Allocation by Heads of Institutions on Teachers' Work Performance

One goal was to look at public comprehensive schools in Nakuru County, Kenya, and see how school administrators there distribute instructional resources and how it affects teachers' productivity. Public comprehensive schools in Nakuru County have an optimistic view of resource supply and management, according to descriptive data for instructional resource allocation. Notably, 171 respondents (59.8%) agreed and 111 (38.8%) strongly agreed that resources are adequate for effective instructional activities, yielding a mean score of 3.77 (SD = 0.99). Additionally, regarding the equitable distribution of teaching resources, a substantial 184 respondents (64.3%) agreed and 101 (35.3%) strongly agreed, resulting in a mean of 4.02 (SD = 0.76). Furthermore, 226 heads of institutions (79.0%) affirmed the importance of sufficient staff office space, while 217 (75.9%) acknowledged the necessity of adequate classrooms for optimal teaching, with means of 3.98 (SD = 0.61) and 3.92 (SD = 0.66) respectively. The allocation of financial resources deemed critical for achieving academic goals saw agreement from 187 respondents (65.4%), with a mean of 3.97 (SD = 0.70). However, the call for diversified financial resources was less emphatic, garnering only 172 (60.1%) agreement, leading to a mean of 3.56 (SD = 0.69). These results highlight the crucial role of resource allocation in enhancing educational practices, while also pointing to areas needing further attention, particularly in diversifying funding sources. There was a positive spearman rank correlation between instructional resource

allocation and teachers' work performance at (r = 0.108; p = 0.068), implying a positive but insignificant association between the two variables. The multiple regression results show that instructional resource allocation and teachers' work performance had a positive and significant beta coefficient of (β1 = 0.234, t = 3.370; p = 0.001).

5.2.2 Influence of Instructional Supervision by Heads of Institutions on Teachers' Work Performance

Secondly, we wanted to see how public comprehensive school instructors in Nakuru County, Kenya, fared when subjected to instructional oversight by school principals. The results show that instructors in Nakuru County's public comprehensive schools have a generally good view of instructional monitoring and its impact on student achievement. Specifically, 147 respondents (51.4%) agreed and 118 (41.3%) strongly agreed that supervision ensures the use of approved professional documents, yielding a mean score of 3.71 (SD = 1.06). A notable 237 teachers (82.9%) reported receiving timely feedback after lesson observations, with a mean of 3.79 (SD = 0.78), highlighting the importance of feedback for professional development. Furthermore, 253 respondents (88.5%) confirmed that supervisors ensure timely marking of students' work, resulting in a mean score of 3.82 (SD = 0.64), which underlines the significance of prompt assessment in enhancing student learning. On the provision of meaningful feedback after marking, 180 (62.9%) agreed, resulting in a mean of 3.71 (SD = 0.74), indicating room for improvement in this area. The statement regarding maximizing instructional time showed a strong agreement from 166 (58.0%) and 98 (34.3%) respondents, leading to a mean of 4.08 (SD = 0.91), emphasizing the value placed on effective time management. Finally, 219 respondents (76.6%) agreed that supervision ensures timely syllabus coverage, with a mean of 3.83 (SD = 0.76), demonstrating the role of supervision

in promoting accountability and adherence to educational standards. Overall, these findings suggest that effective instructional supervision plays a crucial role in enhancing teachers' performance and fostering a conducive learning environment. There was a positive spearman rank correlation between instructional supervision and teachers' work performance at $r_s = 0.086$; $p = 0.149$ implying a positive but insignificant association between the two variables. The multiple regression results show that instructional supervision and teachers' work performance had a positive and significant beta coefficient of ($\beta 1 = 0.276$, $t = 3.813$; $p = 0.000$).

5.2.3 Influence of Facilitation of Professional Development Opportunities by Heads of Institutions on Teachers' Work Performance

Thirdly, we wanted to see how much of an impact school administrators' efforts to provide professional development opportunities had on the efficiency and effectiveness of public comprehensive school teachers in Nakuru County, Kenya. The results show that teachers in Nakuru County's public comprehensive schools have a positive impression of the assistance they get from school administration when it comes to professional development chances. Notably, 205 respondents (71.7%) agreed and 36 (12.6%) strongly agreed that their training needs are identified, resulting in a mean of 3.69 (SD = 0.80). Furthermore, 122 respondents (42.7%) agreed and 113 (39.5%) strongly agreed that they are encouraged to attend in-service training, yielding a mean of 4.00 (SD = 0.97). Guidance on individual performance gaps was reported positively by 219 (76.6%), attaining a mean of 3.72 (SD = 0.70). Additionally, the organization of peer-group coaching programs was endorsed by 201 respondents (70.3%), with a mean of 3.82 (SD = 0.74), underscoring the importance of collaborative learning. Encouragement to enroll in professional development programs garnered agreement from 123 (43.0%) and 102 (35.7%) respondents,

achieving a mean of 3.94 (SD = 1.00), while recommendations for further studies were acknowledged positively by 117 respondents (40.9%) and 82 (28.7%), with a mean of 3.80 (SD = 0.98). Collectively, these results highlight that a substantial majority of teachers feel supported in their professional development, which is recognized as crucial for enhancing instructional quality and improving overall teacher performance, corroborating findings in the existing educational literature regarding the significance of ongoing professional growth for educators. There was a positive spearman rank correlation between facilitation of professional development opportunities (PDO) and teachers' work performance at $r_s = 0.131$; $p = 0.026$ implying that there was a positive and significant association between the two variables. In the multiple regression results, the third variable, facilitation of professional development opportunities, had a positive but non-significant beta coefficient of ($\beta = 0.081$, $t = 1.344$, $p > 0.05$).

5.2.4 Influence of Facilitation of Incentives by Heads of institutions on Teachers' Work Performance

The study's fourth aim was to examine how school administrators in Nakuru County, Kenya, were able to affect the performance of their public comprehensive school teachers via the implementation of incentives. A study on the effects of incentive facilitation on the productivity of Kenyan educators in Nakuru County, reveals significant dissatisfaction among teachers regarding existing non-monetary recognition measures. Notably, a majority of teachers—127 (44.4%) and 87 (30.4%)—strongly disagreed or disagreed with receiving certificates of merit for meeting targets, resulting in a mean score of 1.97 (SD=1.11), indicating low perceived value of this incentives. Furthermore, encouragement for participation in the TOYA initiative yielded mixed results, with 92 (32.2%) strongly disagreeing and a mean score of 2.39 (SD=1.20). Although

98 (34.3%) teachers strongly agreed that public praise enhances motivation, the overall perception of existing recognition practices remains unclear. Additionally, 147 (51.4%) teachers expressed strong disagreement regarding timely awards for achieving targets (mean=2.00, SD=1.34), and 207 (72.4%) rejected the idea of incentive tours (mean=1.69, SD=1.17), highlighting a serious disconnect between administrative practices and teacher expectations. The findings indicate a pressing need for schools to establish effective, contextually relevant incentive programs combining both financial and meaningful non-monetary rewards to improve teachers' motivation and performance sustainably. The facilitation of rewards and instructors' job performance showed a positive spearman rank correlation at rs = 0.122; p = 0.040, suggesting a strong and favorable relationship between the two variables. The fourth variable, the facilitation of incentives, showed a positive but non-significant beta coefficient of ($\beta = 0.015$, $t = 0.263$, $p > 0.05$) in the multiple regression findings.

5.3 Conclusions

The study findings led to the following conclusions:

5.3.1 Influence of Instructional Resource Allocation by Heads of Institutions on Teachers' Work Performance

Teachers' productivity in public comprehensive schools is significantly affected by how school administrators distribute instructional resources, according to the study's findings. This conclusion suggests that heads of institutions' efforts to allocate instructional resources effectively can contribute to creating a conducive environment for teachers to perform their duties optimally.

5.3.2 Influence of Instructional Supervision by Heads of Institutions on Teachers' Work Performance

The research found that at public comprehensive schools in Nakuru County, Kenya, instructional monitoring by institution heads significantly affects teachers' job performance. The study revealed that this was not the case in all public comprehensive schools. This was because in some schools, heads of institutions did not ensure that teachers use approved and updated professional documents when teaching, failed to give timely feedback to teachers after lesson observation. It was also observed that in some schools, failed to ensure meaningful feedback after marking pupils' books and also failed to ensure that teachers covered the syllabus on time.

5.3.3 Influence of Facilitation of Professional Development Opportunities by Heads of Institutions on Teachers' Work Performance

The research found that public comprehensive school teachers' job performance was unaffected by principals' efforts to provide professional development opportunities. This is evidenced by the fact that in some of the schools, the heads of institutions had not done well in identifying teachers' training needs to improve instructional performance. In some schools, little effort was done to encourage teachers to attend in-service training on best instructional practices. In some of the schools, the head of institution had not provided teachers with guidance on individual performance gaps. In some schools, the head of institution rarely organized peer group coaching programs to solve work challenges. There were schools where the head of institution failed to encourage teachers to pursue further studies to advance their careers.

5.3.4 Influence of Facilitation of Incentives by Heads of Institutions on Teachers' Work Performance

Public comprehensive school teachers' job performance is not statistically affected by administrators' facilitation of rewards, according to the research. The conclusion drawn from the results is that in many schools, heads of institutions lack consistent practices in recognizing and motivating teachers for their achievement. This lack of recognition and encouragement could negatively impact teacher morale and motivation, ultimately affecting teachers work performance.

5.4 Recommendations for the Study

These suggestions are based on the study's results and the aims of the research:

5.4.1 Recommendations for Practice

i) Heads of institutions should ensure that instructional resources are adequately and equitably allocated to all teachers across different subjects in the curriculum. This includes providing appropriate course books, textbooks, and supplementary books, teaching aids like maps, chalkboards, and adequate pieces of chalk. Addressing this gap is critical to enhancing the overall teaching and learning environment.

ii) Heads of institutions should institute measures that improve their instructional supervision by ensuring that teachers use approved professional documents when teaching and give timely and meaningful feedback after lesson observation. These gaps in instructional supervision can hinder teachers' effectiveness and overall work performance.

iii) Heads of institutions should scale up internal professional development programs for teachers by identifying their training needs so as to encourage teachers' professional

development. Addressing these gaps can significantly enhance teachers' instructional performance.

iv) School administrators, in collaboration with key stakeholders, should establish long-term incentive programs to reward instructors for reaching performance goals; this should encourage educators to give their best in the classroom.

5.4.2 Recommendations for Policy

i) The Ministry of Education should consider strengthening monitoring and evaluation (M&E) programs geared towards making sure that the heads of institutions embrace recommended instructional resource allocation and monitoring practices. Strengthening M&E can ensure consistency and adherence to best practices across schools.

ii) The TSC needs to review policies related to the enhancement of teachers' work performance and supervision.

iii) QASOs need to organize regular update training sessions and seminars on professional development for teachers. This will help the teachers to appreciate the need for adopting appropriate instructional practices for effective teaching and learning in the schools. Regular training can ensure that teachers continuously improve their instructional practices.

iv) Through improving the quality of incentives given to teachers for reaching established objectives, BOM and PA should assist institution heads in building an enabling atmosphere that maximizes teachers' efficiency and effectiveness in teaching. Teachers' performance may be improved by enhancing incentives that recognize and reward their achievements.

5.5 Suggestions for Further Research

Based on the findings of the study, suggestions for further studies are:

i) A look at why school administrators don't seem to have much of an impact on instructional resource allocation and how well teachers do their jobs in some public comprehensive schools. The variables that prevent school administrators from efficiently distributing instructional resources might be the subject of future studies.

ii) A study that looked at how various types of instructional supervision affected instructors' productivity. The most effective forms of instructional monitoring for enhancing instructors' pedagogical practices may be the subject of future studies.

iii) An investigation of the factors that influence provision of professional development opportunities by heads of institutions. Further research can explore the reasons why heads of institutions may not prioritize professional development and identify strategies to encourage heads of institutions to invest in professional development opportunities for their teachers.

iv) Research into potential substitute incentives in the hopes of eliciting a more robust response from educators. To better motivate educators, future studies might investigate different incentive program

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APPENDICES

Appendix 1: Letter of Introduction

Christine Kamba Malebe,
P. O. Box 1653-20100,
Nakuru.
christinemalebe@gmail.com
0722-590641
3rd September, 2022.

RE- RESEARCH

"Influence of Heads of institutions' Instructional Leadership Practices on Teachers' Work Performance in Public Comprehensive schools in Nakuru County, Kenya" is the subject of the research project I am doing, and I would really appreciate it if you could fill out the included questionnaire for me.

My current academic pursuit is a Ph.D. in Educational Leadership, Management, and Administration at Mount Kenya University.

The data you provide will be kept private and used only for research.

We much appreciate your help.

Thanks in advance.

Yours faithfully,

Christine Kamba Malebe

Appendix 2: Child's Assent

Researcher's name: …….

Title of the Study: …….

Kindly read the consent form to be well informed. Tick the appropriate response before you confirm the consent to let pupils participate in the study by signing.

I understand that the consent is sought from me because the pupils are under my guidance and protection thereby making me in charge of them while at school. Yes ( ) No ( )

The researcher has fully explained to me about the research both verbally and in written.

Yes ( ) No ( )

"The Impact of Institutional Leaders' Pedagogical Strategies on Public Comprehensive School Teachers' Productivity in Nakuru County, Kenya" is the title of the research, and I get it. Yes ( ) No ( )

I understand that the investigator will treat the information that students contribute as confidential and will use it only for study. Yes ( ) No ( )

It has been made clear to me that the volunteers will not experience any emotional or bodily harm, and their identities will be kept secret. Yes ( ) No ( )

In addition, I understand that the researcher will take every precaution to protect the confidentiality of the participants and will delete their data when the study is complete. Yes ( ) No ( )

I therefore append my signature to give the researcher my consent to let the pupils participate in this study and acknowledge the issuance of this copy for my personal record.

HOI's signature …….

Researcher's signature ……

Appendix 3: Consent Form for Participation in Research

Name of Researcher: Christine Malebe

Title of Study: Influence of Heads of institutions' Instructional Leadership Practices on Teachers' Work Performance in Public Comprehensive schools in Nakuru County, Kenya.

Please read this form and tick appropriately. If you decide to take part in this research, kindly respond to the questions as indicated herein and thereafter sign to confirm your participation.

The research has been explained to me both verbally and /or in written form by the researcher.

Yes [ ] No [ ]

I understand that the study is on the "Influence of Heads of institutions' Instructional Leadership Practices on Teachers' Work Performance in Public Comprehensive schools in Nakuru County."

Yes [ ] No [ ]

The study is completely optional, and I am free to withdraw from it at any point, so long as I realize that going in.

Yes [ ] No [ ]

All information I provide will be kept private and used only for research; when the study is over, the data will be deleted.

Yes [ ] No [ ]

I understand that a copy of this form has been sent to me for my own record, and I hereby consent to participate in this research project.

Participant's signature ……

Date ……

Investigator's signature ……

Date …….

Appendix 4: Questionnaire for Teachers

Part A: Demographic Data

1. Age of the respondents

Below 25 years	[ ]	46 - 55 years	[ ]
25 - 35 years	[ ]	Above 55 years	[ ]
36 - 45 years	[ ]		

2. The highest level of education attained

Certificate Level	☐	Masters	☐
Diploma	☐	Other (specify)	.....
Degree	☐		

3. How long have you worked at your current school?

Below 1 year	[ ]	7 - 9 years	[ ]
1 - 3 years	[ ]	Above 9 years	[ ]
4 - 6 years	[ ]		

4. Indicate your average rating in respect to the following performance appraisal aspects based on your latest teachers' job appraisal results?

	Fully met and exceeded the targets (81-100%) **5**	Fully met the targets (61-80%) **4**	Met most of the targets (41-60%) **3**	Met some of the targets (21-40%) **2**	Did not meet the targets (0-20%) **1**
a) Professional Knowledge and Practice					
b) Comprehensive Learning Environment					
c) Teacher Professional Development					
d) Teacher Conduct and Professionalism					
e) Participation in Professional Learning Community					

Part B: Influence of Instructional Resource Allocation on Teachers' Work Performance

5. The following statements relate to the instructional resource allocation practices by the head of institution. Mark the box next to each statement that best describes your position on the matter.

5= Strongly Agree, 4= Agree, 3= Not Sure, 2= Disagree, 1= Strongly Disagree

The Head of institution	5	4	3	2	1
1) Ensures adequacy of teaching/learning resources for instructional activities					
2) Distributes equally teaching/learning resources for teaching of different subjects in the curriculum					
3) Ensures adequate staff office space in the school that enable achievement of school's objectives					
4) Ensures that there is adequate student shared space that enables teachers to deliver efficiently					
5) Ensures that financial resources are adequately allocated to achieve school's academic goals					
6) Ensures that there are diverse sources of financial resources to be channeled towards achievement of school's academic goals					

Part C: Influence of Instructional Supervision on Teachers' Work Performance

6. 6. The sentences that follow pertain to the ways in which the head of the institution supervises education. Mark the box next to each statement that best describes your position on the matter.

5= Strongly Agree, 4= Agree, 3= Not Sure, 2= Disagree, 1= Strongly Disagree

The Head of institution	5	4	3	2	1
a) Ensures teachers use approved professional documents when teaching					
b) Gives timely feedback to teachers after lesson observation					
c) Ensures that teachers mark pupils' books					
d) Ensures that teachers give meaningful feedback after marking pupils' books					
e) Ensures that measures are put in place to properly manage time for an effective classroom environment					
f) Ensures teachers cover syllabus on time					

Part D: Influence of Facilitation of Professional Development Opportunities on Teachers' Work Performance

7. The following statement relates to the facilitation of professional development opportunity practices by the head of institution. Mark the box next to each statement that best describes how you feel on the matter.

5= Strongly Agree, 4= Agree, 3= Not Sure, 2= Disagree, 1= Strongly Disagree

The Head of institution	5	4	3	2	1
a) Identifies teachers' training needs to improve instructional performance					
b) Encourages teachers to attend in-service training on best instructional practice					
c) Provides guidance on teachers' individual performance gaps					
d) Organizes peer-group coaching programmes to solve work challenges					
e) Encourages teachers to enroll for TPD to improve their competency in teaching					
f) Recommends teachers to pursue further studies to advance their career					

Part E: Influence of Facilitation of Incentives on Teachers' Work Performance

8. The following remarks concern the measures taken by the leader of the institution to encourage incentive activities. Mark the box next to each statement that best describes your position on the matter.

5= Strongly Agree, 4= Agree, 3= Not Sure, 2= Disagree, 1= Strongly Disagree

The Head of institution	5	4	3	2	1
a) Acknowledges teachers with merit awards when they achieve goals					
b) Motivates educators to take part in the TOYA					
c) Publicly commends educators for their outstanding work in fostering academic success among their students					
d) Publicly sings the praises of exceptional teachers					
e) Makes ensuring that instructors are rewarded for meeting goals in a timely manner					
f) Arranges field trips for teachers to network and commemorate successes					

THANK YOU.

Appendix 5: Interview Schedule for Heads of institutions

1. What instructional resources do you allocate to teachers to enhance their performance? (Probe on time, teaching/ learning materials, physical and financial resources) when and how the resources are allocated)
2. How does the allocation of resources influence teachers' work performance?
3. What instructional supervision strategies do you undertake in the school? (Probe on supervising/evaluating instruction, coordinating instruction, and monitoring pupil progress, when and how supervision is carried out)
4. How does instructional supervision influence teachers' work performance?
5. What opportunities for professional development do you make available for teachers in the school? (Probe on in-service training, seminars, workshops, mentorship, coaching, career advancement, how and when conducted)
6. How can assisting teachers with chances for professional development contribute to their enhanced performance?
7. How do you reward teachers in your school for reaching goals? (Examination - monetary prizes, official recognition, compliments, and presents)
8. How might the provision of incentives to educators impact the quality of their work?

Thank you

Appendix 6: Interview Schedule for Quality Assurance and Standards Officer (QASO)

1. In your opinion, how effective are the educators in your sub-county? (Implement professional learning communities, assess teachers' knowledge and practice, provide a thorough learning environment, support teachers' professional growth, and ensure that teachers behave themselves professionally).
2. How can school administrators help educators perform better in the classroom? (Explore possibilities for professional development, incentives, instructional supervision, and the distribution of instructional resources).
3. What instructional resources do heads of institutions provide to teachers to enhance teachers' work performance? (Probe- time and teaching/ learning materials)
4. How do you think school administrators' decisions on how to distribute instructional resources affect classroom teachers' effectiveness?
5. What instructional supervision practices do heads of institutions use in schools? (Probe on classroom observation, professional documents)
6. In your opinion, how does instructional supervision in schools influence teachers' work performance?
7. What professional development opportunities are there in the sub-county for teachers to engage in to improve their performance?
8. How do school administrators provide chances for teachers to further their professional development? (Experience such as in-service training, seminars, workshops, mentoring, coaching, and career growth)..
9. In your opinion, how does the facilitation of professional development opportunities influence teachers' work performance?
10. What incentives do heads of institutions provide for teachers who have attained set targets in schools? (Probe on cash awards, certification, praises, gifts)
11. In your opinion, how does facilitation of incentives to teachers influence their performance?

Thank you

Appendix 7: Focus Group Discussion for Pupils

The purpose of the focus group discussion is to gather information on your perception of how instructional leadership practices influence teachers' work performance in public comprehensive schools.

Date:…… Venue: …….

Group: Pupils Gender: Boys ……Girls …….

Age Range of Participants …….. Number of Participants in the FGD: ……

1. What are some of the improvised teaching/learning aids that teachers use during lessons? (Probe on the type and effectiveness of the materials).
2. In your opinion state whether the improvised teaching learning resources used by the teachers are enough for all the learners (Probe learners to express their experience on whether adequate or not).
3. How are the teaching learning resources distributed to the pupils? (Probe whether equally distributed or not).
4. What is the adequacy of the classroom space when the learners carry out instructional activities given by the teachers during lessons? (Probe on whether the classrooms have enough space to carry out the activities).
5. Explain how teachers mark pupils' books (Probe on time and frequency).
6. How do teachers give feedback after marking pupils' books? (Probe on meaningful and systematic feedback).

Thank You

Appendix 8: Document Analysis Guide

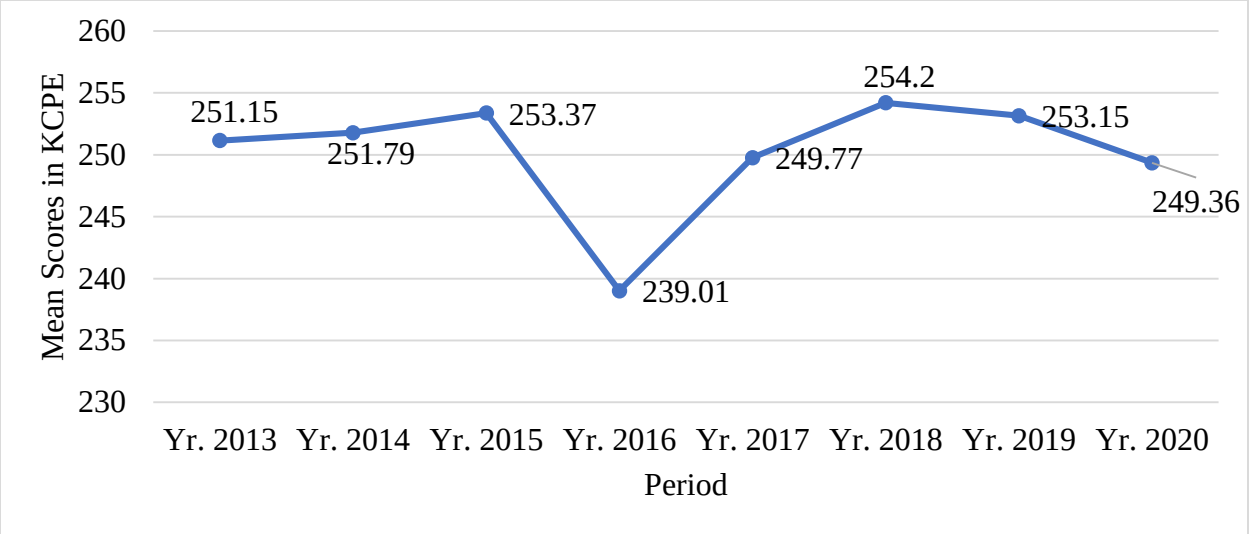
Item	Availability Yes/ No	Approved Yes/ No	Updated Yes/ No	Frequency of inspection Weekly/ Fortnightly/ others (specify)	Who does the inspection Head of institution/ Deputy head of institution/ Senior teacher
Schemes of work					
Lesson plans					
Lesson notes					
Records of work					
Learners progress records					
Teacher attendance register (Log-in/ out)					
Teachers' class attendance records					
Lesson observation forms					
TPAD appraisal forms					
Supervision reports of teachers					

Appendix 9: Nakuru County - KCPE Performance 2013 – 2020

Sub County	KCPE Mean Scores							
	2013	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**
Nakuru East and West	265.29	266.51	269.86	258.33	271.795	278.20	282.24	281.48
Subukia	237.26	243.21	245.26	239.87	224.26	231.91	230.25	228.90
Rongai	252.21	244.49	253.1	233.35	250.32	253.28	253.28	255.70
Nakuru North	268.95	272.68	278.24	247.58	267.90	271.11	269.32	263.83
Molo	238.05	247.04	244.95	239.51	250.76	239.40	251.59	245.21
Njoro	237.26	246.21	245.36	199.2	241.48	238.81	236.88	229.29
Naivasha	254.44	248.12	246.42	249.74	245.24	254.80	258.93	262.40
Gilgil	259.91	257.74	257.04	242.48	254.62	253.08	258.07	250.52
Kuresoi North and South	246.98	240.19	240.12	241.90	241.55	238.71	240.39	232.22
Average Mean Score	**251.15**	**251.79**	**253.37**	**239.01**	**249.77**	**254.20**	**253.15**	**249.36**

Source: Nakuru County Education Office (2020)

Appendix 10: Graph showing the Average Mean Score for Nakuru County



Source: Nakuru County Education Office (2020)

Appendix 11: Framework of Instructional Leadership

Outlines Mission	Manages Instructional Programme	Promotes School Climate
• Frames goals • Communicates goals	• Supervises/ evaluates curriculum • Coordinates curriculum • Monitors student progress	• Protects instructional time • Promotes development of teachers professionally • Maintains presence • Provides teachers' incentives • Enforces standards of education Provides student incentives

Source: Alig-Mielcarek (2003)

Appendix 12: ERC certificate

Mount Kenya University

REF: **MKU/ERC/2107**

Date: 22 February 2022

TO: **CHRISTINE KAMBA MALEBE**

REG: **PHDED/ 2015/32120**

Dear Sir/Madam,

RE: INFLUENCE OF HEAD TEACHERS INSTRUCTIONAL LEADERSHIP PRACTICES ON TEACHERS' WORK PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN NAKURU COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1180.** The approval period is **22/02/2022 - 21/02/2023.**

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.

The Chairman
Mount Kenya University
Ethics Review Committee
P. O. Box 342 - 0100, Thika

Yours sincerely,

Dr. Peter G. Kirira
Chairman, Mount Kenya University IERC

Appendix 13: MKU Letter of Introduction

Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

PHDED/2015/32120

22nd August, 2022

The Director, Research Coordination Division
National Commission for Science, Technology & Innovation
Utalii House, 8th & 9th Floor
P.O Box 30623- 00100
NAIROBI

Dear Sir/Madam,

RE: CHRISTINE KAMBA MALEBE – REGISTRATION NO. PHDED/2015/32120

The purpose of this letter is to introduce the above named student who is pursuing **Doctor of Philosophy in Education** in the **Department of Educational Psychology and Technology** in the **School of Education.**

The title of her research is *"Influence of Head Teachers Instructional Leadership Practices on Teachers' Work Performance in Public Primary Schools in Nakuru County, Kenya."*

She has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for her research between **August, 2022 and February, 2023.**

Any assistance accorded to her will be highly appreciated.

Thank you.

Mount Kenya University
P.O. Box 342-01000, THIKA
Office of the Director
Graduate Studies

Dr. Samuel M. Kareriga, Ph.D
Director, Graduate Studies
Enc.

Appendix 14: NACOSTI Research License

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR
SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **719528**

Date of Issue: **25/August/2022**

RESEARCH LICENSE

This is to Certify that Ms.. CHRISTINE KAMBA MALEBE of Mount Kenya University, has been licensed to conduct research in Nakuru on the topic: INFLUENCE OF HEAD TEACHERS' INSTRUCTIONAL LEADERSHIP PRACTICES ON TEACHERS WORK PERFOMANCE IN PUBLIC PRIMARY SCHOOLS IN NAKURU COUNTY, KENYA. for the period ending : 25/August/2023.

License No: **NACOSTI/P/22/19909**

719528

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE,TECHNOLOGY &
INNOVATION

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Appendix 15: Turnitin Report

CHRISTINE KAMBA

INFLUENCE OF HEADS OF INSTITUTIONS' INSTRUCTIONAL LEADERSHIP PRACTICES ON TEACHERS' WORK PERFORMAN...

PROJECT
MASTERS
Mount Kenya University

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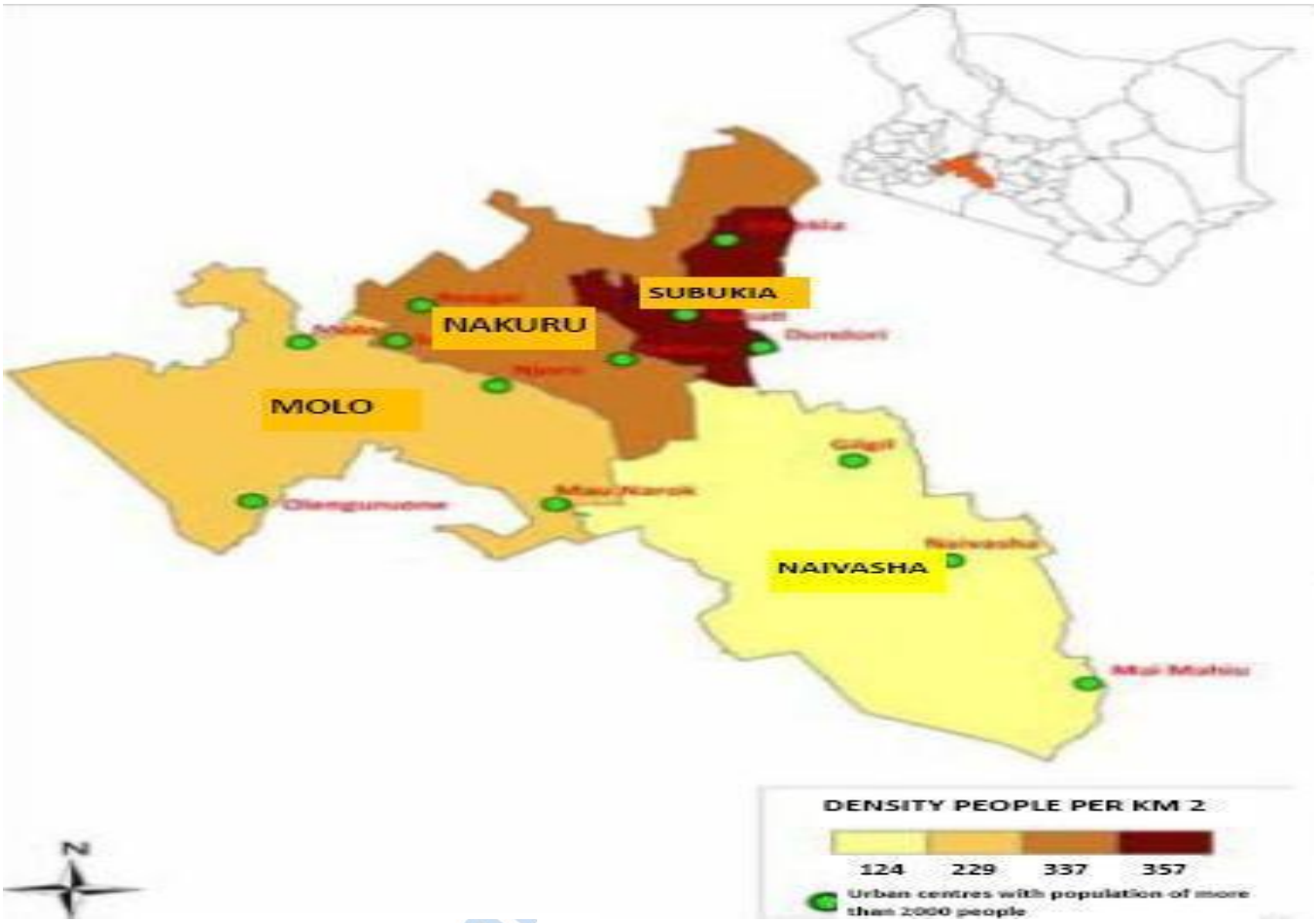
Appendix 16: Map for Nakuru County



Source: Nakuru County