

**INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON TEACHERS'
JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN
THARAKA SOUTH SUB-COUNTY, THARAKA
NITHI COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration by the Student

This research project is my original work and has not been presented in any other university or for any other award.

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Approval by the Supervisor

I confirm that the work in this research project has been carried out by the candidate under my supervision.

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DEDICATION

To my parents, David Mitambo and Benson Nyagah, spouse, Peter Nyagah and children, Earnest Nyagah, Aclyte Nyagah and Amelia Nyagah, for their support during my studies.



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ABSTRACT

Principals' management practices significantly impact teachers' performance in schools. In Tharaka South Sub-county, however, teacher performance has been notably low, as many educators fail to complete the syllabus on time, which has contributed to poor academic results among students. This study aimed to examine how principals' management practices affect teachers' job performance in public secondary schools within Tharaka South Sub-county, Tharaka Nithi County, Kenya. The specific objectives were to assess the influence of principals' communication, provision of instructional resources, supervision, and motivation on teacher performance. The study was anchored in the management practice theory and the theory of educational productivity. A mixed-methods approach was employed, using a concurrent triangulation research design. The target population included 804 individuals: 28 principals, 28 Board of Management (BoM) Chairs, 746 teachers, and 2 Sub-county Directors of Education. A sample size of 266 was determined using Yamane's Formula. Stratified sampling created six strata based on the number of educational zones in the sub-county. From each zone, 2 principals and 2 BoM Chairs were selected through purposive sampling. All Sub-county Directors of Education (from TSC and MoE) were also purposively included. Meanwhile, 40 teachers from each zone were selected using simple random sampling to eliminate bias, resulting in a final sample of 12 principals, 12 BoM Chairs, 240 teachers, and 2 Sub-county Directors. Quantitative data were gathered using questionnaires administered to teachers, while qualitative data were collected through interviews with principals, BoM Chairs, and Sub-county Directors. A pilot study involving 27 participants from public secondary schools in the region was conducted to test the instruments' validity, reliability, credibility, and dependability. Validity was assessed through expert evaluation, and reliability was determined using the test-retest method, yielding a Cronbach Alpha coefficient of $r = 0.745$, indicating high internal consistency. Credibility was ensured through data triangulation, and dependability was supported by thorough documentation of the data collection process. Data analysis began with identifying key themes from participants' narratives. Qualitative data were thematically analyzed based on the study objectives and presented in narrative form. Quantitative data were examined using descriptive statistics (frequencies and percentages) and inferentially via Pearson's Product Moment Correlation, processed with SPSS Version 25 and displayed in tables. The findings indicated that a majority of teachers face challenges in completing the syllabus, adversely affecting KCSE performance. Despite principals employing various communication and supervisory strategies, these measures have not substantially improved syllabus coverage or student outcomes. There is also a lack of adequate instructional materials, and the motivation techniques used by principals have not been effective. The study recommends that principals enhance communication, collaborate with stakeholders to secure instructional resources, and continue supervision to raise teaching standards. Additionally, the Ministry of Education should allocate funds to support teacher motivation through financial incentives and other forms of recognition.

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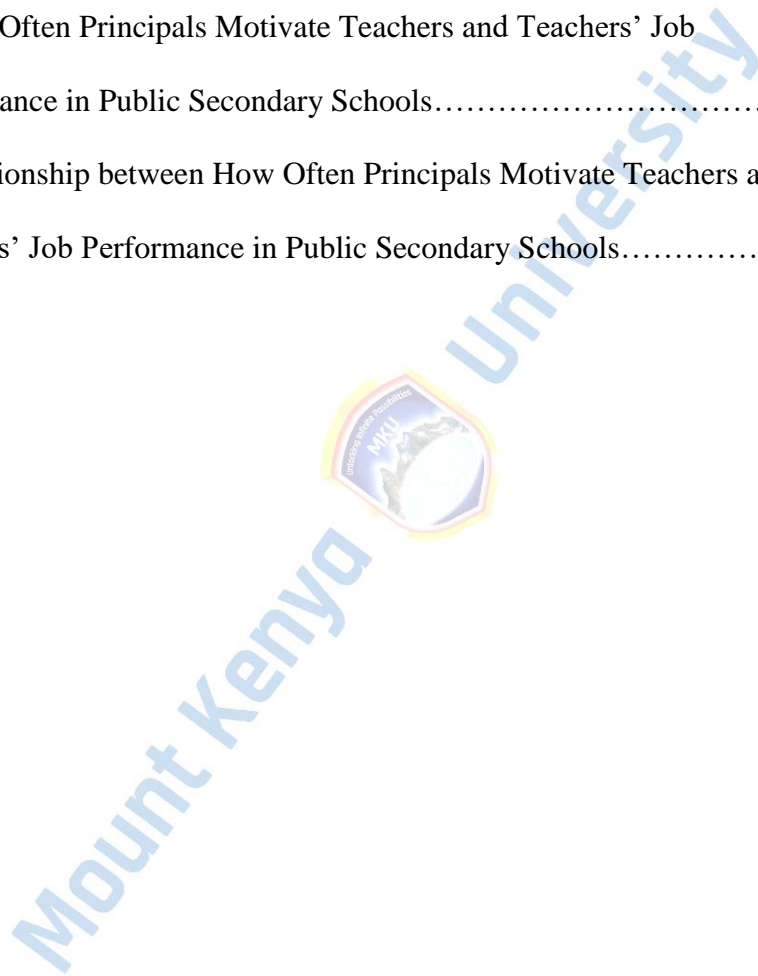
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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
HIV	Human Immunodeficiency Virus
KCSE	Kenya Certificate of Secondary Education
KNUT	Kenya National Union of Teachers
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
SPSS	Statistical Package for Social Sciences
SSCE	Senior School Certificate Examination
TSC	Teachers' Service Commission
UK	United Kingdom
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the study's background, outlines the research problem, and states the purpose, objectives, and research questions. It also explains the rationale, significance, scope, limitations, and delimitations of the study, along with the underlying assumptions. Additionally, it includes definitions of key operational terms.

1.1 Background to the Study

The role of school heads in educational institutions is paramount to the realization of academic goals. In particular, the management strategies adopted by principals significantly shape the environment in which teaching and learning take place. Effective management practices, when employed by school leaders, foster an atmosphere conducive to academic excellence. According to Keegam (2010), principals' familiarity with school management techniques ensures that they operate with both efficiency and integrity in their daily administration. This notion is echoed in the United States by Thomas (2012), who argues that the managerial competence of secondary school leaders leads to more streamlined and productive school management processes. These insights highlight that management practices are the daily administrative actions school principals engage in to keep their schools running smoothly.

Abbas and Agar (2010) emphasize that principals who implement sound management approaches inspire teachers to work diligently and take pride in their duties. On the other hand, poor leadership can dampen teacher morale and lead to dissatisfaction, ultimately hindering the achievement of educational targets. According to Thomas (2012), these management practices encompass a variety of activities, such as ensuring the availability of instructional materials, effective communication, supervision of

classroom instruction, teacher motivation, and delegating responsibilities appropriately. These practices must align with the educational framework and policy to ensure that the goals of education are not compromised and that teacher performance is optimized. In essence, individuals appointed to leadership positions in schools must possess the managerial capabilities to positively influence the teaching staff. Failure to do so can have the opposite effect, weakening teacher enthusiasm and effectiveness. Nonetheless, the precise extent to which principals' managerial decisions impact teacher performance, especially at the secondary level, remains insufficiently explored in academic literature.

Nadeem, Rana, Lone, Maqbool, Naz and Ali (2010) define teacher job performance as the tangible outcomes generated by teachers in their professional roles. These include tasks such as completing the curriculum within the academic year and producing students who excel in both internal and national assessments. Despite theoretical support for the idea that effective leadership leads to high teacher performance, real-world outcomes often fall short. For instance, a study by Kimmelman (2010) revealed that in Bangladesh, 57.9% of teachers frequently failed to complete the syllabus on time. Furthermore, only 33.8% of their students achieved commendable results in national assessments.

Similar challenges are reported in other countries. Brandit and Rymenans (2014) found that in New Zealand, almost half (49.5%) of secondary school teachers struggled to cover the syllabus in time. This finding supports Ramsey's (2010) assertion that in educational settings, staff often mirror the leadership qualities of their school principals. As such, school heads are expected to be prudent managers and strong instructional leaders. The success of any educational institution and the achievement of its curriculum goals are closely linked to the quality of leadership provided by the school

administration. In Bangladesh, Kimmelman (2010) also noted that school management practices significantly influence how teachers perform. Principals who are skilled in areas such as staff management, instructional supervision, and teacher motivation often oversee schools where both internal and national examination results are exemplary. Muhammad and Sabeen (2011) explain that when principals adopt effective managerial practices, they help foster teacher motivation. This, in turn, translates into teachers giving their best effort, which is reflected in improved student outcomes. Schools led by such competent principals are often characterized by a dynamic and positive learning environment that supports effective classroom teaching. This aligns with the findings of Gamage, Adam, and McCormack (2016), who argue that a healthy school climate promotes teacher dedication and boosts their confidence and preparedness to manage various classroom challenges.

In Mexico, Honig, Copland, Rainey, Lorton, and Newton (2010) support this view by stating that school leaders who apply efficient managerial strategies offer teachers professional support that nurtures confidence, engagement, and competence. These principals are actively involved in the daily operations of their schools, dedicating time to observe, analyze, and rectify issues that may arise. Their visibility and hands-on approach enable them to give timely feedback and solutions, allowing teachers to concentrate more effectively on their instructional responsibilities. As a result, such schools often see timely curriculum coverage and strong student performance in academic assessments.

Lussier (2013) underscores the importance of human relations in school management, suggesting that a principal's ability to connect with staff on a personal level contributes to a harmonious and effective school environment. Great school leaders are known for their respectful and warm interactions with teachers.

In institutions where principals maintain professionalism and exhibit respect toward their staff, teachers often reciprocate by fostering similar attitudes among their colleagues. This kind of mutual respect promotes a pleasant work atmosphere and enhances job satisfaction. Furthermore, principals who encourage teacher participation in decision-making processes help cultivate a sense of belonging and ownership among staff. Reed (2010) warns that principals who fail to maintain effective communication and disregard the input of teachers risk fostering resentment and reducing motivation. A lack of transparency and trust can lead to disillusionment among educators.

In many parts of Sub-Saharan Africa, school principals are acknowledged as central figures in the academic success of secondary schools. For example, in the KwaZulu-Natal Province of South Africa, Bisschoff and Mestry (2015) observed that principals with expertise in human resource management, time management, and instructional supervision often lead schools with high levels of teacher productivity and student success. Similarly, in Uganda and Tanzania, Van den Akker and Thijs (2015) noted that management practices such as providing necessary learning materials, attending to teacher welfare, effective use of time, and strong instructional leadership are critical to teacher performance.

A case study from Tanzania further illustrates this point. National examination results improved by 11.5%, largely due to retraining programs for school principals that equipped them with updated management skills. In Kenya, Okumbe (2015) reported that effective management practices enable principals to identify and address the daily academic hurdles faced by teachers and learners. A subsequent report by Olemba (2016) found that in Nairobi West Sub-county, schools that regularly sent their principals for professional development courses, particularly those focused on human relations, task delegation, time management, and instructional oversight, registered

better academic performance. These findings reinforce the idea that managerial acumen among school leaders is crucial for driving school success. In Tharaka South Sub-county, however, there have been persistent reports of underperformance among teachers. Kirimi (2020) conducted a study showing that 57.8% of secondary school teachers in the region did not complete the syllabus on time, contributing to a 16.4% decline in student performance in national examinations. These troubling statistics reflect broader concerns about declining teacher performance, which many educational stakeholders find alarming. Muriuki (2022) supports this observation, stating that about 60.9% of teachers in the area consistently fail to cover the syllabus within the designated period, which has adversely affected academic outcomes.

To address these concerns, school heads are being encouraged to undergo additional training to learn how to tackle such academic challenges more effectively. Mwangi and Kariuki (2020) stress the importance of mandatory management training for secondary school principals to ensure they acquire the necessary skills to provide instructional leadership. According to them, principals who are actively involved in curriculum supervision and teacher mentorship play a significant role in boosting student achievement and creating an environment conducive to professional growth. Githinji (2021) adds that principals who engage in inclusive decision-making processes and acknowledge the contributions of their teaching staff enhance motivation and satisfaction levels among teachers. This creates a virtuous cycle of improved teaching quality and better learning outcomes.

These points are further validated by Kiambi (2022), who emphasizes that school heads who ensure fair allocation of teaching resources and offer professional development opportunities empower their staff to deliver higher quality instruction. Such practices reflect a broader commitment to fostering a thriving educational environment where

both teachers and students can excel. Despite the growing body of literature supporting these views, there remains a lack of empirical studies specifically examining the direct impact of principals' management practices on teacher performance in public secondary schools. This underscored the need for continued research into this crucial area of educational leadership.

1.2 Statement of the Problem

Principals' management practices play a significant role in enhancing teachers' job performance in secondary schools. Despite this, the job performance of teachers in Tharaka South Sub-county has been notably low. Kirimi (2020) observed that many teachers fail to complete the syllabus on time, contributing to poor academic performance among students. Specifically, the study reported that approximately 57.8% of teachers in the region do not finish the syllabus as scheduled, leading to a 16.4% decline in students' national examination scores. These findings highlight a concerning trend of underperformance among teachers, raising alarm among education stakeholders.

Supporting this, Muriuki (2022) also identified timely syllabus coverage as a persistent issue, noting that about 60.9% of teachers in the area are unable to complete their syllabus within the academic calendar. This continued struggle directly affects students' performance in national assessments. Although some interventions have been introduced to address the issue, they have had limited impact. Consequently, the problem persists, signaling the need for further investigation. In light of these challenges, there remains a critical gap in understanding how principals' leadership and management strategies impact teachers' job performance in public secondary schools, thus, the study.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of principals' management practices on teachers' job performance in public secondary schools in Tharaka South Sub-county, Tharaka Nithi County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To determine the influence of principals' communication practices on teachers' job performance in public secondary schools in Tharaka South Sub-county;
- ii. To examine the influence of principals' provision of instructional materials on teachers' job performance in public secondary schools in Tharaka South Sub-county;
- iii. To determine the influence of principals' supervisory practices on teachers' job performance in public secondary schools in Tharaka South Sub-county;
- iv. To examine the influence of principals' motivation practices on teachers' job performance in public secondary schools in Tharaka South Sub-county.

1.5 Research Questions

The study was guided by the following research questions:

- i. To what extent does principals' communication practices influence teachers' job performance in public secondary schools in Tharaka South Sub-county?
- ii. What is the influence of principals' provision of instructional materials on teachers' job performance in public secondary schools in Tharaka South Sub-county?
- iii. What is the influence of principals' supervisory practices on teachers' job performance in public secondary schools in Tharaka South Sub-county?

- iv. To what extent does principals' motivation practices influence teachers' job performance in public secondary schools in Tharaka South Sub-county?

1.6 Rationale of the Study

As previously mentioned, teacher performance in public secondary schools within Tharaka South Sub-county has been steadily declining. A significant number of teachers struggle to complete the syllabus on time, leading to poor academic outcomes among their students. According to Kirimi (2020), approximately 57.8% of teachers in the region fail to cover the syllabus within the required timeframe, which has resulted in a 16.4% decline in students' performance in national examinations. These statistics highlight an ongoing issue in teacher effectiveness, raising concern among education stakeholders.

The trend is not isolated, as Muriuki (2022) further observed that timely syllabus completion continues to be a major challenge. In fact, about 60.9% of teachers in the area were reported to have difficulty in completing their syllabi on schedule. These findings reinforce the argument that delays in syllabus coverage contribute significantly to declining student performance. In response to this pressing issue, the current study aimed to add to the growing body of academic literature by examining the influence of specific management practices employed by school principals on the job performance of teachers in public secondary schools. By doing so, the study hoped to offer practical insights into addressing the persistent problem of declining teacher productivity.

1.7 Significance of the Study

This study may prove valuable to various stakeholders in the education sector. For teachers, the findings could lead to improved working conditions, which may enhance their performance within schools. Principals might benefit as well, as the study could help them refine their skills, enabling more effective school management and better

support for teacher performance. Additionally, the Ministry of Education and policymakers may use the study to strengthen school leadership practices as a strategic approach to improving teacher effectiveness and achieving educational goals. Government agencies responsible for education could incorporate the study's insights into in-service training programs for principals, focusing on effective management systems that enhance instructional leadership in secondary schools. Furthermore, researchers, academicians, and education practitioners may find this study useful as it provides a solid foundation for further academic investigations in this area. Overall, the study contributes to both practical improvements and future research in the field of educational leadership.

1.8 Scope of the Study

This research was exclusively conducted within public secondary schools located in Tharaka South Sub-county. The investigation centered on examining the management practices employed by school principals, particularly how these practices—namely communication, provision of instructional materials, supervision, and motivational strategies—impact the job performance of teachers. To explore this relationship, the study utilized a mixed methods approach, incorporating both qualitative and quantitative data collection techniques. A concurrent triangulation design was adopted to ensure the reliability and comprehensiveness of the findings. Teachers provided quantitative data through structured questionnaires, while qualitative data were obtained via interviews with school principals and Sub-county Directors of Education from both the Teachers Service Commission (TSC) and the Ministry of Education (MoE). The research activities were carried out over a three-month period, from May to July 2025.

1.9 Limitations of the Study

The study encountered the following challenges:

- i. There was notable hesitation among some respondents—particularly principals and teachers—in disclosing truthful information concerning teachers' job performance within their schools. This reluctance stemmed from concerns over potential victimization or negative consequences related to critiques of administrative practices. To mitigate these concerns, the researcher assured all participants of strict confidentiality and clarified that the research findings would solely be used to support the enhancement of teacher performance and not for punitive purposes.
- ii. Accessing essential documents, especially those indicating students' academic outcomes, which were intended to serve as indicators of teacher performance, proved difficult. To address this, the researcher clarified the academic nature of the study and reassured stakeholders that the data collected would be used constructively to aid efforts in improving teachers' performance within public schools.
- iii. The generalizability of the research findings was limited. The study focused specifically on principals' management practices, but there are numerous other factors that could influence teacher performance. As a result, the findings may not be applicable to other regions or educational settings. Consequently, the researcher recommended that additional studies be conducted to examine other variables affecting teachers' job performance beyond those considered in this study.

1.10 Delimitations of the Study

The study was guided by the following delimitations:

- i. The research narrowed its focus to four main areas of principals' management practices—communication, instructional materials provision, supervision, and motivation—and how these practices affect teacher performance in public secondary schools.
- ii. Data collection was limited to three key groups: school principals, teachers, and Sub-county Directors of Education from both the TSC and MoE.
- iii. This research was confined to public secondary schools within Tharaka South Sub-county.

1.11 Assumptions of the Study

This study assumed:

- i. That teacher performance had been an ongoing challenge in the targeted public secondary schools.
- ii. That accurate and reliable primary data regarding teacher performance were both available and accessible.
- iii. That principals' management strategies significantly influenced teachers' effectiveness.
- iv. That respondents willingly provided honest and accurate information critical to the study.

1.12 Operational Definitions of Key Terms

Principals' Communication Practices: are the actions principals take to disseminate information about school operations to key stakeholders within public secondary schools.

Principals' Management Practices: encompass the various tasks principals undertake to achieve educational goals through enhanced teacher performance. It includes communication, providing instructional resources, supervision, and teacher motivation.

Principals' Motivation Practices: involve specific efforts made by principals to inspire and uplift teachers, thereby enhancing their commitment to instructional duties.

Principals' Provision of Instructional Materials: refers to the initiatives which principals implement to guarantee the availability of teaching and learning resources in public secondary schools.

Principals' Supervisory Practices: are the measures taken by principals to evaluate teaching practices and ensure the curriculum is executed as intended in public secondary schools.

Teachers' Job Performance: denotes the measurable output of teachers' work, including syllabus completion and students' performance in both internal and national assessments.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of existing literature on the management practices of school principals and their impact on teacher performance in public secondary schools. It explores the concepts of teacher job performance and principals' management practices, focusing specifically on how principals' communication, the provision of instructional materials, supervision, and motivation strategies affect teachers' effectiveness. Additionally, the chapter outlines the theoretical and conceptual frameworks and concludes with a summary of the reviewed literature, highlighting the research gaps identified.

2.1 Empirical Literature Review

The empirical literature centers on the ideas of teacher job performance and principals' management approaches, emphasizing the effects of principals' communication, supply of instructional resources, supervision, and motivational practices on teacher performance.

2.1.1 The Concept of Teachers' Job Performance

Teachers play a crucial role in determining the effectiveness and success of any educational system. Their influence on student outcomes is so significant that the overall quality of a nation's education—and consequently its future development—is largely dependent on the caliber of its teaching workforce. Therefore, individuals selected for the teaching profession should not only possess a strong foundation of knowledge and relevant pedagogical skills, but also exhibit a positive attitude aligned with the aims and goals of the education system. As student populations continue to grow worldwide, the demand for teachers, whether qualified or not, has also escalated.

This ongoing trend has contributed to the teaching profession becoming the largest global source of employment (Babalola, 2018). Despite the considerable increase in teacher employment figures, many school systems have not witnessed a corresponding improvement in academic outcomes. Teacher performance, which refers to how effectively educators execute their responsibilities—such as completing the syllabus and facilitating high academic achievement in both internal and national assessments—has not improved at the expected rate. In essence, teacher performance can be evaluated either monetarily or in terms of tangible outcomes, such as productivity per unit of time. Therefore, when examining school performance, it is important to assess the results attained relative to the level of resources and effort invested. Babalola (2018) notes a widespread belief that improved performance may result from increasing the number of teachers, extending working hours, or raising salaries.

Nadeem (2019) emphasizes that teacher performance remains the most critical school-based determinant of student achievement. Research carried out in Rome by Tehseen and Hadi (2020) further supports this claim, showing that students taught by highly effective teachers tend to finish their syllabi on schedule and score, on average, 50% higher on standardized tests compared to peers taught by less effective instructors. These findings suggest that student academic knowledge is often reduced to test results, with teacher performance being evaluated by how much they contribute to these outcomes. In this sense, teacher competence is closely tied to their ability to deliver high-quality instruction that yields measurable academic progress.

In the Netherlands, Hofman and ve Hofman (2015) argue that a competent or high-performing teacher is generally recognized as someone who not only possesses subject mastery but also believes in their ability to positively influence student success. The confidence a teacher has in their instructional capabilities often correlates with their

classroom effectiveness. Likewise, in Brazil, Omari (2015) conducted a study examining the factors affecting employee performance in the educational sector. The research revealed that the cumulative performance of individual teachers contributes significantly to overall school outcomes. According to Omari, educators tend to align their work ethic with the tangible benefits and support they receive from the institution. Therefore, performance is driven by motivation and perceived rewards, leading to more dedication in delivering educational services. These observations suggest that teacher performance is a multifaceted issue that encompasses various elements such as increased dedication to improving student outcomes, continuous innovation in teaching strategies, a respectful attitude toward students, and ultimately, the general academic performance of the school.

In Nigeria, Onuma (2016) highlights how low levels of teacher performance at the secondary level negatively impact student achievements. Problems such as high dropout rates, grade repetition, and poor skill acquisition among students are directly tied to the declining performance of teachers. Onuma (2016) stresses that high dropout rates not only curtail future opportunities for students but also result in the inefficient use of scarce educational resources. Furthermore, Onuma (2016) reports that teacher performance in Nigerian secondary schools has been on a steady decline. This deterioration is evident in the subpar results of students in both internal assessments and external standardized tests.

For example, in 2015, out of approximately 757,233 candidates who took the Senior School Certificate Examination (SSCE) in English Language, only 9.71% achieved a pass grade within the A1 to C6 range, while 22.59% earned grades between P7 and P8. Alarming, 64.9% of students failed the subject entirely. Similarly, Mathematics recorded a failure rate of 50.35% in the same year.

Although there was some improvement in subsequent years—with failure rates in English dropping to 64% in 2016, 42.6% in 2017, and 33.8% in 2018—the figures remained troublingly high. A similar trend is seen in Rwanda, where inadequate teacher training and the lack of consistent professional development opportunities have been identified as primary barriers to effective teaching. According to the Rwanda Education Board (2021), many teachers are not provided with sufficient in-service training, hindering their ability to implement innovative and modern instructional methods in the classroom. This lack of continuous professional support has made it difficult for many educators to stay updated with evolving pedagogical trends.

In Uganda, Kasirye (2020) found that educators are burdened with excessive workloads, low remuneration, and poor working environments, which collectively contribute to burnout and decreased teaching effectiveness. Teachers in Uganda often face systemic challenges that reduce their capacity to deliver quality instruction, ultimately diminishing the educational outcomes of their students. Similarly, in Tanzania, Mbilinyi (2021) reported that while many teachers are generally committed to their work, the absence of efficient supervision and evaluation mechanisms has allowed subpar performance to persist. Without proper accountability structures in place, it becomes difficult to maintain or improve teaching standards, especially in underserved rural communities.

In Kenya, numerous issues continue to impede the effectiveness of the teaching profession. The Kenya National Union of Teachers (2020) links low teacher performance to insufficient access to educational materials, poor compensation, and the neglect of socio-economic challenges that directly affect teachers' day-to-day responsibilities. Across all these countries, a common thread emerges: systemic neglect of teachers' needs and a lack of investment in the teaching profession have resulted in

widespread dissatisfaction and underperformance. Tharaka South Sub-county in Kenya is no exception to these challenges. Here, teachers are also seen as vital contributors to students' academic achievements. However, performance has been lacking, as measured by teachers' failure to complete syllabi on time and the resulting decline in student performance. According to Kirimi (2020), approximately 57.8% of secondary school teachers in the region failed to complete their curriculum within the academic year. This shortfall contributed to a 16.4% drop in national examination performance among students in the area.

The persistent decline in teacher performance in Tharaka South Sub-county has become a matter of concern for various stakeholders in the education sector. Muriuki (2022) reinforces this sentiment, revealing that close to 60.9% of teachers in the region struggle with timely syllabus coverage. This failure has had a direct impact on student achievement in both internal and national examinations. Poor syllabus completion is indicative of broader systemic issues affecting teaching quality and outcomes in the sub-county. In summary, while teachers are universally acknowledged as the cornerstone of any effective educational system, numerous barriers continue to impede their performance globally. From insufficient training and support to poor remuneration and heavy workloads, these challenges not only demotivate educators but also compromise the quality of education delivered to students.

The recurring pattern across different regions—from Nigeria and Kenya to Rwanda and Tanzania—underscores the need for systemic reforms that address the root causes of underperformance in the teaching profession. Enhancing teacher support, providing ongoing professional development, improving working conditions, and ensuring timely curriculum coverage are all critical steps toward reversing the downward trend in teacher effectiveness.

Unless these issues are adequately addressed, efforts to improve student outcomes and overall school performance will remain constrained by the very professionals tasked with delivering quality education.

2.1.2 The Concept of Principals' Management Practices

The management practices employed by school principals consist of various strategic actions aimed at achieving academic excellence in secondary education institutions. These practices are essential as they form the foundation upon which effective leadership and improved student outcomes are built. As noted by Robertson (2018), these practices typically involve setting strategic goals, cultivating a positive and supportive school culture, and ensuring high academic standards are met. Principals are tasked with leading their institutions by guiding educators, supporting learners, and engaging with parents and the broader community to foster an environment conducive to learning. Through effective delegation of duties, encouragement of continuous professional development, and the use of data-informed decision-making, principals aim to enhance the overall functionality and performance of their schools.

Robertson (2018) further emphasizes the significance of effective communication skills and the ability to manage and resolve conflicts, which empower principals to handle the diverse challenges they face. By prioritizing collaborative approaches and promoting innovation, principals work to establish a school climate that supports growth and achievement for all members of the educational community. Such leadership not only promotes short-term academic success but also ensures the sustainability of educational improvement in the long run. In the context of the United Kingdom, school leaders are commonly referred to as headteachers. Their leadership practices are largely influenced by a mixture of accountability requirements and democratic values within the education system.

Research conducted by Leithwood, Harris, and Azah (2020) reveals that headteachers in the UK heavily emphasize distributed leadership. This approach empowers teachers to assume leadership responsibilities, thereby strengthening the overall performance of the school. The presence of Ofsted—the official inspection body for schools—creates a highly pressurized environment for school leaders. As a result, UK principals are compelled to focus extensively on data-driven decisions and measurable student outcomes in order to meet inspection standards and achieve institutional targets.

In contrast, management practices in the Netherlands are guided by principles of school autonomy and educational innovation. A study by Dijkstra, Janssen, and Meijer (2021) shows that Dutch school leaders are granted significant flexibility in designing curricula and customizing educational strategies to fit the specific needs of their institutions. These leaders often adopt transformational leadership styles, which focus on motivating and inspiring teachers to perform at their best, ultimately improving student learning outcomes. Furthermore, the Dutch system emphasizes inclusive decision-making, encouraging input from parents and members of the local community to ensure that school policies are reflective of the needs and values of various stakeholders.

In Russia, on the other hand, principals generally adopt a more authoritarian approach to school leadership. According to a study by Ivanov, Petrov and Kovač (2020), Russian school leaders focus primarily on the consistent implementation of standardized curricula across all schools. Challenges such as uneven resource distribution and regional inequalities compound the difficulties principals face. These issues often demand innovative thinking in terms of resource allocation and staff motivation to maintain educational quality and teaching effectiveness in the face of adversity. In New Zealand, principals operate within a decentralized educational framework that emphasizes professional autonomy and responsiveness to cultural diversity.

Robinson, Hohepa and Lloyd (2021) note that New Zealand school leaders prioritize inclusive practices, particularly in light of the country's multicultural population, which includes the indigenous Māori community. Central to their management strategies are long-term planning, ongoing staff development, and the promotion of educational equity. These focus areas help to ensure that all students, regardless of background, receive quality education and equal opportunities for success. In Brazil, school leadership is characterized by a strong emphasis on community involvement. Costa and Guilherme (2020) highlight the importance of principals acting as intermediaries between schools and external stakeholders. A key aspect of their role involves managing scarce resources and addressing disparities in teacher qualifications. Brazilian principals often find themselves advocating for the needs of their schools while simultaneously working to maintain effective learning environments.

Similarly, in Mexico, school leadership is marked by efforts to integrate participatory management styles. Research by Valenzuela and Delgado (2020) indicates that principals in Mexico strive to involve both teachers and community members in decision-making processes. These efforts are part of a broader attempt to reconcile top-down policy mandates with local-level educational needs. One recurring challenge is the variation in access to quality education across different regions, prompting principals to adopt leadership strategies that can address both national expectations and local realities.

In the West African nation of Niger, the role of the principal is largely defined by the need to confront resource shortages and a lack of qualified teaching staff. Kabore and Ouedraogo (2020) note that Nigerien principals emphasize mobilizing basic resources and working closely with local communities to ensure the continued operation of schools. Their leadership tends to be pragmatic and centered on practical solutions to

pressing infrastructural and financial limitations. In Morocco, school management takes place within a highly centralized administrative structure. Nonetheless, El Mouden (2021) points out that there has been a gradual shift toward more participatory leadership styles. Principals increasingly seek to involve teachers and parents in decision-making, reflecting an emerging recognition of the value of stakeholder engagement. There is also a growing emphasis on professional development as a means of enhancing instructional quality in line with ongoing national reforms.

In Ethiopia, principals are expected to perform a dual function, acting both as administrators and as instructional leaders. According to Teshome and Demeke (2020), Ethiopian school heads work diligently to motivate teachers and implement educational reforms aimed at improving equity between urban and rural schools. Their leadership is focused on ensuring that all students have access to quality education, despite the significant logistical and structural challenges they often face. In Uganda, research conducted by Nsubuga (2021) reveals that principals frequently adopt transformational leadership styles to encourage teachers and reduce staff turnover. Their efforts are directed at creating partnerships with community organizations to improve school infrastructure and enhance student outcomes. This collaborative approach helps bridge the gap between schools and the communities they serve.

In Kenya, instructional leadership is the dominant management style among school principals. Wanzala (2021) explains that Kenyan principals place a high priority on teacher training and effective curriculum implementation. In regions such as Tharaka South Sub-county, where schools are primarily located in rural areas with limited access to resources, principals must adapt to numerous challenges. Njeru and Kibaara (2022) highlight the prevalence of participative and servant leadership approaches in these contexts.

These leadership styles promote inclusivity in decision-making, ensuring that all stakeholders are involved in school governance. A major focus for principals in these areas includes enhancing teacher motivation, fostering discipline among students, and building a sense of shared responsibility for educational outcomes.

2.1.3 Principals' Communication Practices and Teachers' Job Performance

Effective communication practices and strategies adopted by school principals play a vital role in achieving educational goals. These strategies not only support organizational functioning but also enhance staff performance, engagement, and overall morale. It is crucial, however, to carefully consider the communication channels chosen for various tasks. Inappropriate or ill-suited channels may result in misunderstandings or ineffective message delivery, ultimately hampering school operations. Lee and Hatesohl (2014) emphasized the need for deliberate selection of communication channels depending on the complexity and purpose of the message. They suggested that complex communications, especially those requiring clarity and feedback, necessitate richer, more interactive channels.

For instance, communication that involves multiple layers of understanding or emotional context should not be delivered via simple or unidirectional means. These scholars also argued that even when the preferred channel is identified, school administrators should develop comprehensive messaging strategies that integrate multiple forms of communication to reach broader audiences effectively. By using varied communication formats, the likelihood that the message will be received, understood, and acted upon increases significantly. In the context of educational institutions—especially primary and secondary schools in India—face-to-face communication remains one of the most effective channels for conveying information. Kacmar, Witt, Zivnuska and Gully (2014) identified in-person communication as

particularly beneficial for addressing emotionally sensitive or intricate topics. This mode allows school heads to rely on nonverbal cues such as tone, body language, and facial expressions, which significantly help in conveying the intended meaning. These cues help listeners interpret the content correctly and provide immediate feedback, allowing the speaker to clarify or expand as necessary. As such, face-to-face communication promotes real-time dialogue, reducing the chances of miscommunication. Nevertheless, face-to-face communication, though effective, is not always feasible for all school activities. In some situations, school heads turn to mass communication tools like public address systems, radios, or even television broadcasts to communicate with students and staff quickly and efficiently.

Kacmar et al. (2014) reported that such channels are often used for disseminating urgent announcements or school-wide updates, although they lack the interactivity and personalization of in-person discussions. In Malaysia, the use of mobile communication has gained prominence among school leaders, particularly in the city of Kuala Lumpur. According to Barry and Fulmer (2015), school principals increasingly rely on mobile phones for direct communication with individuals or smaller groups. Mobile communication allows for a more private and targeted interaction, preserving the nuances of tone and intent while offering convenience. This method provides a balance between personalization and efficiency, making it a preferred option in situations where scheduling face-to-face meetings would be difficult or time-consuming.

Barry and Fulmer further noted that mobile platforms help reduce logistical challenges, thereby enhancing overall responsiveness among staff. Beyond mobile communication, schools are also embracing digital platforms to enhance internal communication. A study by Goldhaber, Yates, Porter, and Lesniak (2016) in Venezuela revealed that many secondary school leaders are now leveraging electronic communication tools such as

email, intranet systems, internet-based messaging, and social media. These tools, while less personal than face-to-face or mobile interactions, offer distinct advantages in terms of speed and coverage. Emails and social platforms, for example, can be used to communicate with entire faculties, student bodies, or parent communities almost instantaneously. Furthermore, these tools are flexible and adaptable to various contexts—supporting one-on-one conversations, group discussions, or school-wide announcements.

In Sub-Saharan Africa, the adoption of social media for communication in schools is becoming more widespread, though the uptake varies significantly across different regions. For instance, a study by Habermas (2016) that examined 123 secondary schools in Nigeria revealed that while some school leaders have started to explore social media as a communication tool, widespread adoption remains limited. Social media channels such as Facebook, WhatsApp, YouTube, LinkedIn, and Twitter are increasingly recognized for their ability to reach broader audiences and foster informal yet informative communication environments. Despite this, many school heads remain hesitant due to concerns over effectiveness, accessibility, and appropriateness. Supporting this, a survey conducted in South Africa by Patrick and Frankel (2016) found that 83% of participating schools did not use social media as a communication channel. Among those who opted out, about 8% cited doubts about its utility or effectiveness for school-related communication.

In the Kenyan context, particularly in schools across various counties, communication continues to be regarded as a cornerstone of effective school leadership. Kamau and Kinyanjui (2017) highlighted that while strong communication is essential for school success, determining the most appropriate and impactful channels has become increasingly difficult due to the proliferation of digital options.

These researchers reported that school heads in Machakos County face challenges in navigating the rapidly evolving communication landscape. With a wide range of technologies now available—from messaging apps to web-based portals—principals are often unsure about which tools to prioritize and how best to implement them. Furthermore, Kamau and Kinyanjui (2017) argued that although these tools offer immense potential, their use must be balanced against the school's resources and capacity. Many schools lack adequate infrastructure or technical know-how to fully capitalize on digital communication, which creates a dilemma: how to enhance school communication while remaining realistic about existing limitations. The authors noted that the challenge lies not just in adopting new communication technologies, but in training staff, allocating resources, and fostering a culture that values clear, inclusive, and strategic communication.

In Tharaka South Sub-county, research has explored the impact of communication practices on teacher effectiveness and motivation. Wanjiru (2021) conducted a study that demonstrated the significance of open and transparent communication between school principals and teaching staff. The findings indicated that when leaders clearly articulate expectations and provide consistent feedback, teachers show improvements in classroom delivery and student engagement. Wanjiru emphasized that while digital communication offers speed and reach, traditional forms such as group meetings, phone calls, bulletin boards, and printed notices still have a valuable role in building strong professional relationships and reinforcing school culture.

In support of this balanced approach, Mutegi and Ndwiga (2022) underscored the importance of scheduled staff meetings and the use of digital communication platforms for continuous professional development. They observed that periodic interactions not only facilitate the sharing of important information but also create opportunities for peer

learning and collective problem-solving. These interactions, whether digital or face-to-face, enhance teamwork and collaboration within the school environment. Additional insight into the communication practices of school principals comes from research by Kinyua (2021), who focused on how communication contributes to conflict resolution in educational institutions. According to this study, effective and respectful dialogue between administrators and teaching staff reduces friction, resolves misunderstandings, and creates a more cohesive work environment. This, in turn, increases teacher morale and productivity. Open lines of communication ensure that grievances are addressed promptly and that staff feel heard and valued.

Moreover, participative communication—where educators are actively involved in decision-making processes—was found to be particularly beneficial. Njenga and Kagendo (2023) highlighted that when teachers are given a platform to voice their opinions and contribute to policy or operational decisions, their sense of ownership and accountability improves. Such involvement translates into better teaching practices, stronger relationships among staff, and a more positive school climate. Nevertheless, their study and similar investigations noted a gap in understanding the direct influence of each individual communication practice on teacher performance. While a general correlation is observed, more specific analysis is needed to measure the effect of various communication methods on different aspects of performance and engagement.

2.1.4 Provision of Instructional Materials and Teachers' Job Performance

Instructional materials refer to didactic tools and resources designed to facilitate the processes of teaching and learning. According to Smith, Jones, and Doe (2019), such materials may either be produced locally or acquired commercially, and they play a crucial role in enhancing educational experiences. The authors define instructional materials as instruments or devices that assist teachers in making lesson content more

understandable for students. These resources can range from audio tools like tapes and recorders to visual media such as videotapes, projectors, and various types of still images. They also encompass programmed instructional formats, filmstrips, charts, graphs, and many other aids that provide learners with a diversified instructional experience. In Austria, research by Williams, Davis, and Thompson (2021) extended the scope of instructional resources, emphasizing that they include more interactive elements such as educational games, role-plays, demonstrations, experiments, and even the incorporation of real-life situations, tangible objects, and scientific specimens. They also highlighted symbolic and pictorial representations as valuable learning tools. This broader categorization emphasizes the varied forms of instructional media that can significantly enrich the teaching-learning environment.

Supporting this perspective, Lee and Kim (2022) argue that the presence and effective use of instructional materials in classroom settings are essential to achieving academic excellence. According to them, a nation's formal education system serves as a foundational structure for equipping individuals with relevant knowledge and skills. Furthermore, Lee and Kim (2022) posit that education functions as a transformative force, acting as a catalyst for economic development and overall improvement in the quality of life for a country's citizens. In this context, instructional materials are more than just supplementary tools; they become integral to national development.

Similarly, the Florida Department of Education (2013) underscores the importance of using teaching aids effectively. They assert that well-organized and meaningful application of these tools can help eliminate student disengagement, supplement existing textbooks, stimulate learners' interest through hands-on methods, and encourage creativity and innovation. Despite these potential benefits, the anticipated outcomes—such as improved academic performance—have not been uniformly

realized. Clotfelter, Ladd, and Vigdor (2014) highlight that subjects like Mathematics still experience poor performance outcomes, largely because many students have developed a fear or negative attitude toward the subject, which significantly hampers their ability to perform well. Turning to the African continent, the importance of instructional materials in enhancing teacher performance and student learning outcomes is widely recognized. However, systemic challenges persist. A report by the World Bank (2021) revealed that many schools in under-resourced regions face a critical shortage of learning materials, including textbooks. This shortage often results in overcrowded classrooms and insufficient individualized instruction time.

These findings align with earlier observations by Baker, Goesling, and Letendre (2012), who identified several root causes of underperformance in education. These include negative perceptions of subjects like Mathematics, insufficient numbers of qualified educators, ineffective pedagogical practices, inadequate instructional tools, and poor utilization of available teaching and learning resources. To be effective in their roles, teachers must possess strong competencies in planning, designing, selecting, producing, and applying suitable instructional materials. A case in point is a study conducted by Moronfolo (2010) in the Local Government Area of Kwara State, Ilorin, Nigeria. This study used questionnaires to gather data on the availability of educational resources in ten secondary schools for the teaching of selected subjects. The findings indicated a strong relationship between the quantity and quality of instructional materials and student academic performance. Specifically, schools with better access to these materials experienced better student outcomes in targeted subjects.

Similar challenges are faced in Kenya, where the government provides instructional materials to all public secondary schools. However, the increased enrollment resulting from the introduction of free secondary education has outpaced the supply of these

resources, rendering them insufficient. Research by Mwangi and Wambugu (2020) revealed that students taught without the aid of instructional materials tend to forget concepts more quickly than those who receive instruction supported by such resources. On the other hand, learners exposed to instructional materials retain knowledge for longer periods, signaling that curriculum objectives are being successfully met. The same study also found that integrating digital instructional tools in Kenyan schools significantly boosted student engagement and academic achievement. These insights underscore the essential nature of instructional materials in shaping effective teaching strategies. One of the major factors influencing both student outcomes and teacher effectiveness is the availability and quality of such materials.

Supporting this viewpoint, Kimutai and Tuitoek (2020) conducted a study that concluded schools with ample and high-quality instructional resources consistently recorded better academic achievements. Instructional materials function as communication bridges, helping convey concepts more clearly between teachers and students. Their use enhances learner motivation, increases retention of information, and sustains student interest throughout the learning process. However, it is not merely the presence of materials that matters—teachers must also creatively and skillfully integrate them into their lesson delivery to maximize their impact.

Conversely, when educators rely on low-quality or inappropriate instructional tools, curriculum goals are less likely to be met. This is typically reflected in subpar student performance in assessments. Numerous studies have established a positive correlation between the effective use of instructional materials and academic success. For instance, Omondi, Kimani, and Onyango (2019) discovered that students who had access to a diverse range of instructional resources consistently outperformed their peers in national examinations. These tools not only enhance content comprehension but also foster

critical thinking and the ability to solve complex problems. In Tharaka South Sub-county, Kenya, the connection between instructional materials and teacher performance has become a subject of academic interest. A study by Abdi and Kariuki (2021) reported that schools with better access to instructional materials achieved higher mean scores in exams. According to their findings, incorporating instructional aids into everyday teaching practices significantly contributed to reinforcing student understanding and exposing learners to a wider variety of educational experiences. Nevertheless, while these findings point to the benefits of instructional materials, the researchers also noted that existing studies, including their own, have not sufficiently demonstrated the extent to which the adequacy of such materials directly improves teacher performance in public secondary schools.

2.1.5 Principals' Supervisory Practices and Teachers' Job Performance

The strategies employed by school principals in their supervisory roles play a crucial part in facilitating, enhancing, and sustaining the academic development of students. As outlined by Joseph and Jo (2014), instructional supervision encompasses the specific actions undertaken by school leaders or delegated to other stakeholders, all with the central aim of improving student learning outcomes. This view is further supported by Leithwood and Riehl (2015), who highlight that the core objective of instructional supervision is to foster higher academic achievement.

This is typically achieved through collaborative, dynamic, and shared supervisory practices between principals and subject-specialist teachers. Such collaboration ensures that the supervision process is both targeted and effective in addressing the unique instructional needs within schools. Lineburg (2015) adds that the process of instructional supervision is deeply intertwined with the core mission of the educational system—namely, teaching and learning.

It is also about creating a vibrant and inclusive learning community, where the principal assumes the role of a "leader of leaders." This involves guiding not only the teaching staff but also shaping the broader educational environment to support student growth. In agreement, Kafka (2019) underscores that there is a strong and evident correlation between the actions of school leaders and the academic performance of students. In practical terms, this means that effective school principals actively prioritize instructional excellence, making it the cornerstone of their leadership vision. They do not merely verbalize support for instructional quality but take deliberate and strategic actions to bring such a vision into reality. This includes setting clear academic goals, supporting teachers, and consistently aligning school operations with the ultimate goal of academic improvement.

According to Asuga and Eacott (2015), the responsibility for the quality of education delivered in schools rests squarely on the shoulders of the principal. As instructional leaders, principals are expected to take an active role in ensuring that teaching standards remain high and that learners are consistently engaged in meaningful and productive learning experiences. Similarly, Tony and Oduro (2016) recognize the magnitude of the task principals face. They emphasize that principals are charged with executing robust instructional supervision practices, which are necessary for improving not only student performance but also the individual growth of each learner.

Jenkins (2016) offers a detailed blueprint of what effective instructional leadership should look like. He asserts that such leadership involves a range of responsibilities: promoting shared decision-making among stakeholders, setting and communicating clear instructional goals, efficiently managing school resources, overseeing curriculum implementation, and regularly monitoring classroom teaching. Additionally, Jenkins stresses the importance of teacher evaluations, fostering professional development, and

encouraging a culture of continuous reflection and inquiry within the school. In line with these views, Lyons and Algozzine (2022) emphasize the role of principals in ensuring that teachers are adequately trained and equipped to implement effective instructional strategies. These authors suggest that principals are responsible for not just supervising but also supporting teachers in applying best practices within the classroom. Kruger (2016) echoes this notion, pointing out that principals must effectively manage all school resources—human, material, and financial—to create an environment conducive to learning. This includes offering instructional guidance, coordinating teaching processes, and empowering educators by involving them in important decision-making procedures.

Cotton (2017) provides further insight by outlining the essential attributes of successful instructional leaders. These leaders hold high expectations for both teachers and students, maintain a clearly articulated vision, and promote a positive and supportive instructional climate. They also practice open and transparent communication with all stakeholders, take a hands-on approach to curriculum supervision, monitor student progress, and rely on data to make informed decisions that lead to school improvement. Moreover, Cotton emphasizes that the best instructional leaders link teacher evaluation to professional development opportunities, thereby creating a cycle of continuous improvement and learning.

Okinyi, Kwaba, and Nyabuto (2017) also argue that instructional leaders must act as champions of a shared school vision that is committed to the success of all learners. Effective leaders engage directly in the instructional process by prioritizing student needs in school budgeting, ensuring the timely provision of teaching materials, and observing classroom activities. They also hold regular discussions with teachers on pedagogical concerns, monitor student performance through data, and keep

comprehensive records on teacher effectiveness. Lineburg (2015) reinforces this by explaining that principals use academic data not only to evaluate teacher performance but also to identify professional development needs and motivate educators. Teachers who demonstrate the need for improvement are provided with opportunities to attend training sessions, workshops, and seminars where they can learn and later share their insights with colleagues. According to Asuga and Eacott (2015), this approach ensures that professional growth is personalized and based on actual performance metrics, aligning with the broader goals of the school.

Celebrating achievements is another crucial aspect of effective instructional supervision. As highlighted by Arikewuyo (2014), when students and teachers meet or exceed expectations, their accomplishments should be acknowledged and rewarded. Such recognition serves as a powerful motivator, reinforcing the culture of excellence and continuous improvement within the school environment. This culture, built on effective supervision, is the key pathway to attaining and maintaining high-quality teaching and learning. Focusing on secondary schools in Tharaka South Sub-county, Wanjiru and Mwangi (2021) observed that instructional supervision practices such as classroom observations, teacher mentoring, and structured feedback mechanisms significantly enhance teaching effectiveness. Their study found that principals who actively and consistently engage with their teaching staff—through both formal performance evaluations and informal interactions—tend to create an atmosphere where ongoing professional development is valued and supported.

Expanding on this idea, Muthee and Gachahi (2022) revealed in their research that supportive supervision—marked by encouragement and provision of necessary resources—greatly improves teacher performance. When educators feel recognized, supported, and empowered by their school leaders, their motivation, job satisfaction,

and overall productivity increase notably. Moreover, involving teachers in setting instructional goals and devising strategies fosters a sense of ownership, which in turn enhances accountability and performance within the classroom. Despite these encouraging findings by Muthee and Gachahi (2022) and other related studies, there was need for more in-depth research to explore how specific supervisory practices influence teacher performance in public secondary schools.

2.1.6 Principals' Motivation Practices and Teachers' Job Performance

The success of any educational reform initiative is inextricably linked to the motivation of teachers. Teacher motivation plays a crucial role in shaping and enhancing classroom instruction, thereby becoming a key factor in the improvement of teaching and learning practices. Aaronson, Lisa, and William (2014) underscore the central role that teachers occupy in the education system. According to them, teachers are not only responsible for implementing classroom pedagogies and ensuring comprehensive syllabus coverage but also play a fundamental role in guiding students to attain commendable academic outcomes in both internal and national assessments. However, achieving these outcomes is nearly impossible without first addressing the issue of teacher motivation.

Motivation, in its essence, refers to the internal drive or force that compels an individual to exert effort towards the completion of a given task. It encompasses two key components of behavior: the justification for the behavior and the direction or purpose of that behavior, which collectively energize and guide action. Teacher motivation, therefore, is critical not just in getting teachers to perform tasks but also in shaping how and why they engage in their duties. Across the globe, various strategies have been adopted to encourage and boost teacher performance. In India, for example, Bedassi (2013) highlights the diverse measures that school administrators have implemented to improve teacher motivation.

These include teacher evaluation, performance-based incentives or merit pay, induction programs for new educators, enhancements to the work environment, and provisions such as study leaves or opportunities for professional development. These practices aim to foster a sense of value and growth among teachers, thereby improving their engagement and performance. Similarly, in Italy, secondary school administrators prioritize reward systems and the improvement of workplace conditions as essential components of teacher motivation. These strategies are seen as crucial in promoting better outcomes among educators. Despite these efforts, however, teacher motivation remains largely influenced by the intrinsic values that educators attach to their profession. In many contexts, motivation levels remain low, hindered by a variety of external and internal challenges.

For instance, in the Czech Republic, Bishay (2015) reports that teachers experience higher levels of professional stress and significantly lower levels of motivation when compared to other occupational groups. This indicates a widespread problem in the teaching profession where, despite its importance, the work environment and broader educational system do not always support or encourage optimal motivation among educators. Furthermore, Goddard and Leask (2012) argue that the leadership practices and administrative competencies of school heads are essential in determining the quality of education delivered. These authors emphasize that school leaders act as the primary source of teacher motivation, driving organizational improvement and influencing student academic success.

Consequently, motivational strategies adopted by school administrators may be tailored to individual teachers or directed at broader groups within the school setting. In Kuala Lumpur, Hardré and Sullivan (2012) highlight that group-based motivation strategies might include the deliberate design of a conducive work environment, direct

intervention in teaching practices, or the implementation of instructional and interpersonal strategies aimed at enhancing teacher engagement. According to these scholars, the effectiveness of such motivational strategies is evident in teachers' self-regulated behaviors, which are shaped by both their past experiences and their short- and long-term goals. Millette (2014) concurs with these viewpoints, emphasizing the need for well-managed and motivated teaching personnel to achieve effective educational outcomes. Millette notes that in schools that consistently perform well or have successfully turned around poor performance, the school head plays a pivotal role in setting the tone and motivating the teaching staff. Principals in such schools actively lead by example, creating an environment where teachers are encouraged to reach their full potential. This further underscores the critical influence of school leadership on both teacher motivation and student achievement.

In the context of Sub-Saharan Africa, motivation practices led by school administrators are foundational to the performance of secondary school teachers. For instance, in Nigerian high schools, Akinwumi (2014) explains that strategies such as merit-based pay are used to financially reward outstanding teacher performance. Additionally, initiatives like master teacher programs and differentiated staffing structures are implemented to expand teachers' roles and create pathways for career advancement. These initiatives aim to enrich teachers' professional experiences and responsibilities, thereby enhancing motivation.

Akinwumi (2014) also suggests that motivation practices adopted by school heads are shaped by a set of leadership attributes that allow them to oversee school functions effectively, provide instructional supervision, and ultimately boost teacher performance. In line with these insights, Lethoko (2015) recommends that school heads in South Africa's Pretoria Region should engage more actively in classroom activities to better

understand instructional practices and learning challenges. This approach—often described as "walking the factory floor"—allows school leaders to gain firsthand insight into the teaching and learning process. Southworth (2015) supports this model of leadership, asserting that effective instructional leaders gain significant knowledge by participating in teaching activities and understanding various aspects of curriculum delivery, pedagogy, and learner development. According to him, teachers who witness their principals engaging in academic work are more likely to feel valued and thus become more motivated to invest effort into their teaching. Nonetheless, in many developing countries, teacher motivation remains a pressing concern.

Public secondary school teachers frequently report low or declining levels of motivation. The nature of this problem, however, varies by country. For example, Michaelowa (2014) observes that in countries such as Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar, and Senegal, over half of fifth-grade teachers express a preference for their profession over others. Additionally, more than 40% of these teachers report satisfaction with their current schools, suggesting that in these contexts, teacher motivation may not be as dire. In Kenya, similar concerns about teacher motivation have been raised. Although motivated teachers have been shown to perform well—evidenced by timely syllabus completion, deep subject mastery, and enhanced student outcomes—challenges remain.

In Masaba South District, Onyambu (2014) notes that increasing workloads, larger class sizes, the addition of new subjects, and frequently changing curricula serve as major sources of demotivation. Onyambu (2014) further points out that many teachers are required to take on extra roles such as providing HIV/AIDS education, offering counseling services, and participating in community development activities. These added responsibilities, combined with limited rewards and inadequate working

conditions, often make the demands placed on teachers unrealistic. Despite these difficulties, the role of teacher motivation in enhancing educational outcomes cannot be understated. Nyakundi (2012), in a study conducted in Kenya's Thika West Sub-county, found that nearly 80% of motivated teachers were more effective at motivating students, implementing educational reforms, and deriving personal satisfaction from their work. However, many teachers still report low motivation levels, raising concerns about the sustainability of quality education in such contexts. The responsibility thus falls on school leaders to cultivate environments that support and nurture motivated teachers.

In Tharaka South Sub-county, school heads are viewed as critical agents in driving teacher motivation, which subsequently improves overall teacher performance. Onyango, Otieno and Achoka (2020) argue that school principals employ a variety of strategies to motivate their staff. These include offering professional development opportunities, providing recognition and rewards, fostering supportive work environments, and involving teachers in participatory decision-making processes. Professional development has proven especially effective in promoting teacher motivation. According to Wanjiru, Ng'ang'a, and Karanja (2022), such programs not only improve teachers' skills and competencies but also instill a sense of career progression, which can serve as a powerful motivator.

Reinforcing this idea, Kamau and Mwangi (2021) found that recognition and reward systems are essential for enhancing job satisfaction and performance. When teachers feel appreciated for their contributions, they are more likely to remain committed to their work. Furthermore, Njeri, Kimani, and Mwiti (2021) emphasize the importance of supportive work environments in reducing teacher burnout, minimizing absenteeism, and fostering a culture of responsibility and accountability. These findings illustrate how multifaceted approaches to motivation can lead to improved teacher performance

and, by extension, better student outcomes. Despite these promising insights, it is clear that further research is needed to fully understand the impact of specific motivation practices employed by school principals. While studies like those conducted by Kamau and Mwangi (2021) and Njeri et al. (2021) offer valuable information, there remains a gap in determining the extent to which these practices influence teacher performance in public secondary schools. Therefore, continued research in this area was necessary to develop more targeted and effective motivational strategies that can be adopted by educational leaders across diverse contexts.

2.2 Theoretical Literature Review

This research was informed and structured by two key theoretical frameworks: the Management Practice Theory and the Theory of Educational Productivity.

2.2.1 Management Practice Theory

The Management Practice Theory, introduced by Peter Drucker in 1954, provides a foundational understanding of how leadership and organizational strategies influence institutional success. Originally conceptualized to guide business management, this theory has since been widely adopted in various organizational contexts, including the education sector. Within schools, it becomes particularly significant as it offers insight into the roles and responsibilities of principals as institutional leaders and teachers as instructional practitioners. The synergy between these roles often determines the overall success and performance of the educational institution.

At the heart of this theory are four critical principles: accountability, clear communication, effective delegation, and adaptive decision-making. Each of these components plays a vital role in ensuring an organization functions efficiently and meets its goals. Accountability fosters a sense of responsibility among staff by making roles and expectations explicit.

It creates a culture in which individuals are held responsible for their performance and outcomes, thus promoting transparency and shared commitment to institutional goals. Communication clarity is another core element that promotes trust and minimizes misunderstandings within an institution. In a school context, when principals communicate openly and consistently with teachers, it leads to smoother collaboration and enhanced coordination of educational activities. Effective delegation is also a key practice under this theory, emphasizing the importance of aligning tasks with individuals' competencies. When school leaders assign responsibilities based on teachers' strengths and expertise, it leads to improved classroom performance and a more harmonious working environment.

The principle of adaptive decision-making highlights the need for school leaders to remain flexible and responsive to emerging challenges. This is especially critical in dynamic educational settings where changes in curriculum, student needs, or policy can demand timely and thoughtful adjustments in school operations. When applied in the educational sector, these theoretical principles offer valuable guidance for analyzing school leadership practices, particularly in how they affect teacher performance. For instance, a school principal who practices strategic planning and sets clear expectations can significantly enhance the implementation of the curriculum.

Allocating roles that align with teachers' areas of expertise not only improves instructional delivery but also strengthens teacher motivation and job satisfaction. Furthermore, fostering a culture of open communication encourages a shared understanding of the school's vision and goals. This alignment between administrative and teaching staff contributes to a more focused and productive educational environment. In the context of the current study, the Management Practice Theory provides a useful lens for evaluating how school principals assess teacher performance.

Through tools such as classroom observation, analysis of student achievement data, and feedback mechanisms, principals can determine how well teachers are meeting established educational standards. Indicators such as student engagement, academic performance, and classroom discipline offer measurable insights into instructional effectiveness. By adhering to the core principles of this theory—accountability, communication, delegation, and adaptability—school leaders can create supportive and innovative environments. These environments enable teachers to perform at their best, which in turn leads to improved learning outcomes and enhances the overall performance of the educational institution.

2.2.2 Theory of Educational Productivity

The second theoretical framework underpinning this study is the Theory of Educational Productivity, developed by Herbert Walberg in 2012. This theory offers a comprehensive and evidence-based model for understanding the multiple factors that influence student achievement and educational quality. At its foundation, it posits that educational outcomes are shaped by the complex interaction between student characteristics, instructional strategies, and the broader learning environment. Walberg identified nine critical factors that affect student performance: prior academic achievement or ability, motivation, age or developmental level, quantity of instruction, quality of instruction, classroom climate, parental involvement, the home environment, and peer influences, including exposure to mass media outside of school.

These elements encompass both cognitive and psychosocial dimensions of learning and are seen as key determinants of how students respond to instructional efforts. According to Walberg, characteristics of the classroom learning environment—such as how supportive, inclusive, or intellectually stimulating it is—have significant predictive power when it comes to student achievement.

In the context of curriculum evaluation, these factors are especially relevant because they help educators identify areas that need enhancement to create more effective learning conditions. In this study, the Theory of Educational Productivity is relevant because it broadens the understanding of educational success beyond mere academic test scores. It introduces the concept of educational process goals, which refer to qualitative aspects of education such as learners' perceptions of the classroom environment, levels of creativity, development of self-concept, involvement in extracurricular activities, and interest in subject matter. The theory warns against an over-reliance on traditional metrics, arguing that such an approach may inadvertently reduce student motivation and hinder genuine learning.

In terms of teacher evaluation, this theory advocates a multidimensional approach. Teachers should not only be assessed based on how well they transmit academic content but also on their ability to create engaging and student-centered learning environments. For instance, teachers who promote collaboration, accommodate diverse learning needs, and foster intrinsic motivation among students are more likely to be effective according to this model. To support this, professional development initiatives can be designed using the theory's principles. These programs can focus on helping teachers refine their instructional techniques, utilize feedback more constructively, and make better use of classroom time.

Efficient time management—ensuring that sufficient periods are allocated for instruction, discussions, practice, and feedback—can significantly boost learning outcomes. Monitoring time-on-task can also help school leaders identify which teachers may require additional support or training. The theory also stresses the importance of tailoring instruction to accommodate individual differences among students, such as their learning styles, motivational levels, and cognitive abilities.

Teachers who regularly assess student progress and adapt their teaching methods accordingly contribute to greater academic productivity. Moreover, strong parental involvement and positive peer interactions are emphasized as essential components of an enriching learning environment. Teachers who engage families in the learning process and encourage respectful peer relationships help to reinforce educational goals both inside and outside the classroom. Additionally, the use of modern educational tools and resources—such as interactive media, digital platforms, and multimedia content—can greatly enhance the quality of instruction.

Teachers who effectively integrate such tools into their lessons are often seen as more effective and innovative in their teaching approach. These practices align with the theory's broader goals of maximizing educational productivity and improving overall school performance. In summary, the Theory of Educational Productivity contributes to this study by providing a holistic framework for assessing and improving both teaching practices and learning environments. By considering a wide range of factors—from instructional quality to student engagement—this theory supports efforts to raise educational standards and foster long-term academic success.

2.3 The Conceptual Framework

In this study, the conceptual framework was grounded in principals' management practices, which included communication, provision of instructional materials, supervision, and motivation. These served as the independent variables. The dependent variable was teachers' job performance in public secondary schools, while parents' support functioned as the intervening variable, as illustrated in Figure 1;

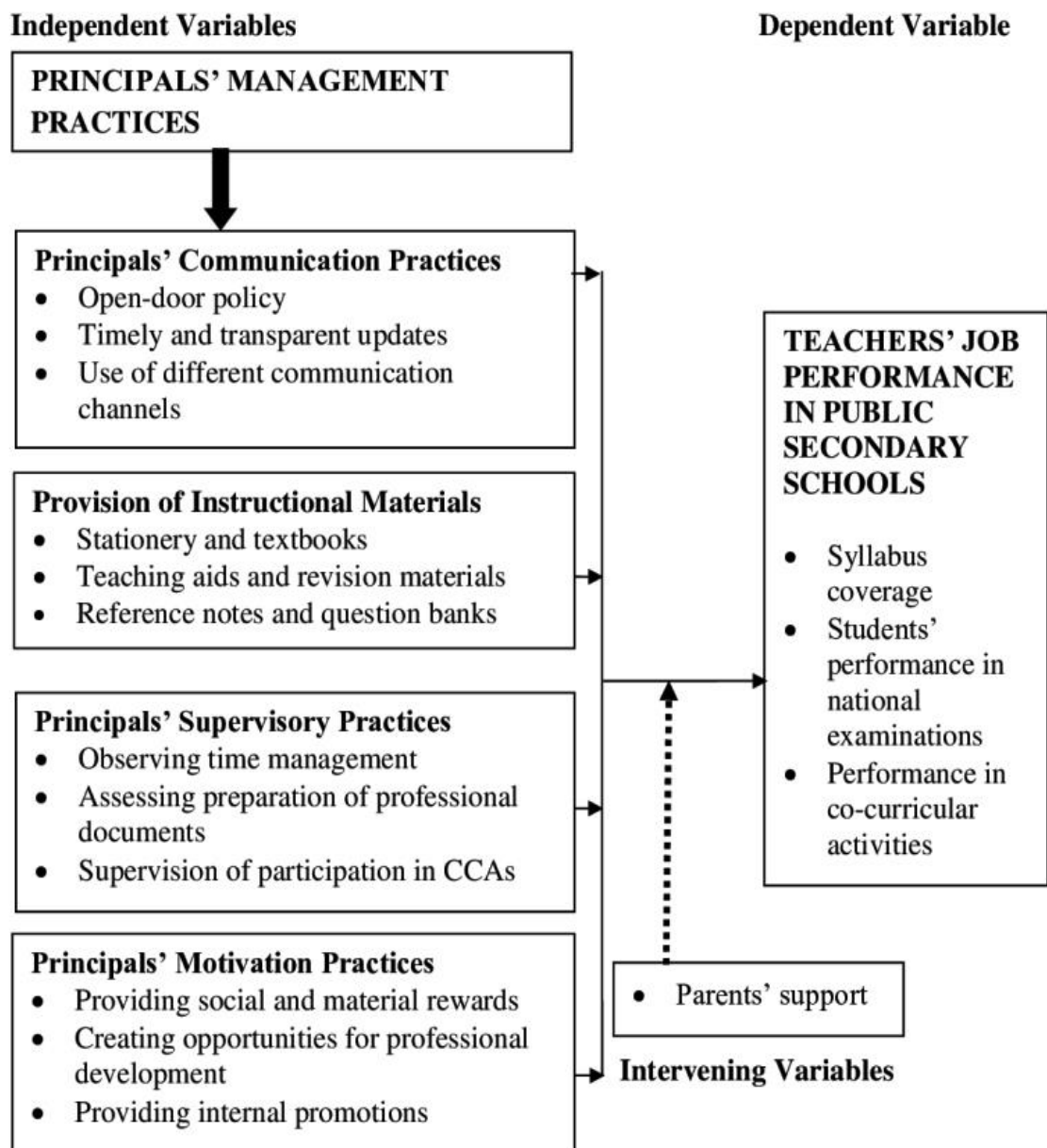


Figure 1: The Conceptual Framework
Source: Researcher (2025)

2.4 Research Gaps

The literature review indicates that teacher performance is significantly influenced by principals' management practices, including effective communication, availability of instructional materials, supervision, and motivation. Despite this established relationship, several research gaps have emerged from existing studies. For instance, with regard to principals' communication strategies and their effect on teachers' job performance, research conducted by Njenga and Kagendo (2023), along with other studies, has not thoroughly examined how individual communication practices utilized by principals impact teacher performance in public secondary schools. This highlights a lack of detailed analysis regarding the specific communication approaches employed and their direct implications on teaching outcomes.

Similarly, in terms of the provision of instructional materials, the study by Abdi and Kariuki (2021), as well as other empirical investigations, did not clearly establish how the adequacy and availability of these resources contribute to enhancing teacher performance. The connection between well-equipped teaching environments and improved instructional delivery remains insufficiently explored.

When it comes to principals' supervisory roles, the work of Muthee and Gachahi (2022), along with related research, fell short of thoroughly analyzing how particular supervisory practices adopted by principals influence teacher effectiveness. The lack of depth in evaluating which supervisory strategies are most impactful creates a notable gap in the literature. Furthermore, regarding the motivational practices employed by school principals, studies such as those by Kamau and Mwangi (2021) and Njeri et al. (2021) have not fully investigated how specific motivational strategies affect teachers' job performance. As a result, more comprehensive research is needed to understand how tailored motivation methods can enhance educators' productivity and morale.

These identified research gaps formed the foundation of the current study, which aimed to provide a more in-depth analysis and address these unexplored areas within the field.

2.5 Summary of Literature Review

Based on existing literature, it is clear that the management strategies implemented by school principals play a significant role in enhancing the job performance of teachers in public secondary schools. These strategies encompass a variety of approaches, including effective communication, the provision of adequate instructional materials, regular supervision, and motivating staff members. These practices are widely recognized as essential components for fostering a positive working environment and promoting higher productivity among teachers. Despite this understanding, the issue of low teacher performance remains a concern in many public secondary schools.

This persistent problem indicates that, although certain management practices have been identified as beneficial, there is still a need for more detailed investigation into how individual management actions by principals directly influence the performance outcomes of teachers. The continued challenges suggest that the effectiveness of these practices may vary depending on how they are implemented, or they may not be applied consistently across schools. Consequently, there is a clear justification for further research to determine the extent to which specific leadership and management behaviors of school principals impact teacher performance. This necessity forms the foundation and justification for conducting the current study, which seeks to explore this relationship in greater depth and with more clarity.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the research methodology adopted for the study. It highlights the research design, study location, target population, sampling techniques and procedures, research instruments, piloting of instruments, and addresses aspects such as validity, reliability, credibility, dependability, data collection and analysis procedures, as well as ethical considerations.

3.1 Research Methodology

To gain a more comprehensive understanding of the research problem, the study utilized a mixed-methods approach that integrated both quantitative and qualitative strategies. This method was deemed appropriate as it enabled the simultaneous collection and analysis of both types of data within a single study. The researcher combined the strengths of both methodologies to complement one another. As Creswell (2018) explains, quantitative research involves asking specific questions and gathering numerical data from a large sample—accomplished here through questionnaires. Concurrently, qualitative data were obtained by capturing participants' perspectives, primarily through word-based responses collected using interview schedules.

3.2 Research Design

The study employed a concurrent triangulation design, a single-phase model where both quantitative and qualitative methods were applied simultaneously and given equal importance. This design entails collecting and analyzing each data type separately but concurrently to enhance the overall understanding of the research problem (Creswell, 2018). The researcher then integrated the findings from both data sets during interpretation.

This design was fitting for the study as it facilitated the simultaneous collection of numeric and descriptive data. Quantitative data, which could be expressed numerically, were gathered and organized to illustrate trends and patterns. The qualitative and quantitative findings were then triangulated to yield well-rounded interpretations of the study variables.

3.3 Location of the Study

The research was conducted in Tharaka South Sub-county, situated within Tharaka Nithi County. The sub-county had an estimated population of 75,250 people and spanned an area of 637 square kilometers, resulting in a population density of 118 individuals per square kilometer (KNBS, 2019). Key economic activities in the area included trade and subsistence agriculture. Despite these economic activities, public secondary schools in the sub-county exhibited poor teacher performance. A common issue was the failure of many teachers to complete the syllabus on schedule, which negatively impacted students' academic outcomes.

These observations were reinforced by Kirimi (2020), who reported that approximately 57.8% of secondary school teachers in Tharaka South Sub-county failed to finish the syllabus on time, leading to a 16.4% decline in national exam performance. Muriuki (2022) similarly noted that around 60.9% of teachers struggled with timely syllabus coverage. These concerns justified the selection of Tharaka South Sub-county as the study's research site.

3.4 Target Population

The target population for the study consisted of 804 individuals from 28 public secondary schools in Tharaka South Sub-county. This included 28 school principals, 28 Board of Management (BoM) chairpersons, 746 teachers, and 2 Sub-county Directors of

Education (representing the Teachers Service Commission and the Ministry of Education), as summarized in Table 1:

Table 1: Target Population of the Study

Respondents	Target Population
Principals	28
Teachers	746
Chairs of School BoM	28
Sub-county Directors of Education (TSC & MoE)	2
Total	804

Source: Tharaka South Sub- County Education Office (2025)

3.5 Sampling Procedures and Sample Size

To ensure the sample size was appropriate for the study's objectives, the researcher utilized Yamane's Formula. This method was appropriate as it provided a clear and specific sample size that accurately reflected the target population, supported by a high confidence level. The formula was implemented in the following manner:

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

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

N = Target Population

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

Thus, desired sample was:

$$N_0 = \frac{804}{1 + 804(0.05)^2}$$

$$N_0 = 266 \text{ respondents}$$

Stratified sampling was employed to divide Tharaka South Sub-county into six (6) distinct strata based on the number of zones. Within each zone, purposive sampling was used to select two (2) principals and two (2) school Board of Management (BoM)

Chairs from public secondary schools that had consistently recorded low KCSE academic performance over the past five years (2019–2023). This approach aligned with Creswell’s (2018) perspective, which suggests that purposive sampling aims to capture the diversity of the phenomenon under study and to explore emerging insights within the context. Additionally, all Sub-county Directors of Education (both TSC and MoE) were purposively included in the study. To mitigate bias, simple random sampling was used within each zone to select 40 teachers. This sampling strategy yielded a total of 12 principals, 12 BoM Chairs, 170 teachers, and 2 Sub-county Directors of Education (TSC & MoE), as summarized in Table 2;

Table 2: Sampling Grid

Categories	Target Population	Sample Size	Sampling Techniques
Principals	28	12	Purposive sampling
Teachers	746	240	Simple random sampling
Chairs of School BoM	28	12	Purposive sampling
Sub-county Directors of Education	2	2	Purposive sampling
Total	776	266	

Source: Researcher (2025)

3.6 Research Instruments

The tools employed in this study were designed to collect data related to specific research objectives. These included a teacher questionnaire and an interview guide used with principals, school BoM chairpersons, and Sub-county Directors of Education.

3.6.1 Questionnaires for Teachers

The researcher utilized a structured questionnaire with close-ended items to gather quantitative data from teachers. As noted by Morse (2010), a questionnaire is a tool made up of a series of questions and prompts designed to collect information from respondents and is often structured for statistical analysis. The questionnaire consisted of two sections: the first gathered demographic data, and the second featured 5-point

Likert scale items aligned with the research objectives. Some items, although not scaled, were still aimed at generating quantitative responses from teachers.

3.6.2 Interview Guide for Principals, BoM Chairs, and Sub-county Directors of Education

Structured interviews with open-ended questions were conducted with school principals, BoM chairs, and Sub-county Directors of Education (TSC & MoE) to collect qualitative data. Based on Kothari (2005), interviews are essential for interpreting the meanings behind key concepts of a study. These interviews enabled the researcher to explore participants' experiences regarding school operations and how various strategies affected curriculum implementation in public secondary schools. The open-ended format allowed for deeper probing into the study's objectives.

3.7 Piloting of Research Instruments

A pilot study was carried out with 27 respondents from public secondary schools in Tharaka South Sub-county, representing 10% of the study sample, consistent with Kothari's (2005) recommendation. The purpose was to evaluate the clarity, relevance, and language of the instruments. The pilot also tested the instruments' reliability and validity and helped identify potential difficulties participants might face, such as interpreting the questions or managing their time. The interview guides were also trialed to ensure clarity and relevance of questions. Respondents in the pilot study were excluded from the main data collection.

3.7.1 Validity

To enhance validity, the research instruments were reviewed by university supervisors and curriculum studies experts. Their suggestions were incorporated to strengthen the instruments.

As Kothari (2005) emphasizes, expert feedback is critical in refining test items. The researcher identified and revised any ambiguous or unclear items to ensure comprehensibility and appropriateness.

3.7.2 Reliability

The test-retest method was used to assess reliability by administering the same instruments to the same group twice. The Cronbach's Alpha method measured the internal consistency between the two sets of scores. A reliability coefficient of 0.745 was achieved, indicating a high level of internal consistency, which aligns with Kothari's (2005) assertion that values closer to 1 signify stronger reliability.

3.7.3 Credibility

Credibility was ensured through data triangulation using multiple analysts. According to Creswell (2014), credibility is determined by the richness of the data rather than its quantity, and participants are best positioned to judge the believability of the findings.

3.7.4 Dependability

To ensure dependability, each step of qualitative data collection was thoroughly documented, enabling replication of the study with consistent results. Kothari (2005) highlights that dependability requires transparent reporting of procedures, analysis, and results. The detailed documentation supports reproducibility by other researchers.

3.8 Data Collection Procedures

The researcher obtained an introductory letter from the School of Postgraduate Studies at Mount Kenya University, and both an authorization letter and research permit from the National Commission for Science, Technology and Innovation. Additional permissions were sought from the County Commissioner and County Director of Education, Tharaka Nithi. Appointments were made with participants for questionnaire distribution and interview scheduling.

A research assistant, trained for three days, helped distribute and collect the completed questionnaires, which were safely stored for analysis. Concurrently, interviews were conducted with principals and Sub-county Directors of Education (TSC & MoE).

3.9 Data Analysis Procedures

Analysis began by identifying recurring themes. Data were broken down into units (phrases or sentences) representing distinct ideas. Responses to close-ended items were coded, and frequencies were calculated to identify trends and patterns across variables. Qualitative data were analyzed thematically and presented in narrative format. Quantitative data were analyzed using descriptive statistics (frequencies and percentages) and inferential statistics via Pearson's Product Moment Correlation, facilitated by SPSS Version 25. Findings were displayed through tables and charts.

3.10 Ethical Considerations

Ethical practices were observed throughout, including informed consent, confidentiality, and responsible data handling.

3.10.1 Confidentiality and Privacy

Participants were assured that all personal information shared would remain confidential and would not be disclosed in any form of communication.

3.10.2 Anonymity

Respondents were guaranteed anonymity, with no identifying details about individuals or institutions appearing in the final report.

3.10.3 Informed Consent

The study's purpose and procedures were clearly explained to all participants. Respondents voluntarily consented by signing informed consent forms.

3.10.4 Data Storage

Raw data were systematically filed for reference. After analysis, printed outputs were securely stored, and electronic versions were saved on CDs and flash drives.



CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter outlines the results of the study. To ensure clarity and maintain chronological order, the presentation follows the structure of the four research questions that guided the investigation. However, the first section provides demographic details of the respondents, as these may be relevant for interpreting their responses.

4.1 Response Rate

A total of 240 questionnaires were distributed to teachers, out of which 234 were completed and returned. Additionally, interviews were conducted with 10 school principals, 10 School BoM Chairs, and 2 Sub-county Directors of Education representing both TSC and MoE. The corresponding response rates are summarized in Table 3;

Table 3: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Principals	12	10	83.3
Teachers	240	234	97.5
Chairs of School BoM	12	10	83.3
Sub-county Directors of Education (TSC & MoE)	2	2	100.0
Total	266	256	96.2

Source: Field Data (2025)

Table 3 indicates that principals had a response rate of 83.3%, teachers achieved a response rate of 97.5%, Chairs of the School BoM also recorded 83.3%, while Sub-county Directors of Education (both TSC and MoE) had a full response rate of 100.0%. This resulted in an overall average response rate of 96.2%, aligning with Creswell's (2018) view that a response rate exceeding 75.0% is sufficient.

This high response rate was crucial as it enabled the researcher to generalize the findings to the broader target population.

4.2 Demographic Information of Respondents

The research tools gathered demographic data from participants, specifically focusing on gender and educational qualifications. Collecting this information was important because these factors could affect the respondents' ability to provide reliable data related to the research objectives.

4.2.1 Respondents' Gender Distribution

Data regarding the gender distribution of the respondents was collected, and the outcomes are presented in Table 4:

Table 4: Distribution of the Respondents by Gender

Gender	Principals		Teachers		Chairs of School BoM		Sub-county Directors of Education (TSC & MoE)	
	f	%	f	%	f	%	f	%
Male	7	70.0	147	62.8	6	60.0	1	50.0
Female	3	30.0	87	37.2	4	40.0	1	50.0
Total	10	100.0	234	100.0	10	100.0	2	100.0

Source: Field Data (2025)

Table 4 indicates that the majority of principals, 7 (70.0%), were male, while only 3 (30.0%) were female. Similarly, most teachers were male, accounting for 147 (62.8%), whereas their female counterparts made up 87 (37.2%). Likewise, 6 (60.0%) of the School BoM Chairs were male, with females comprising 4 (40.0%). In contrast, gender representation among Sub-county Directors of Education (TSC & MoE) was equal, with males and females each constituting 50.0% of the sample. These findings suggest that gender representation across all categories was relatively balanced. The data also highlight the importance of examining how principals' management strategies impact teacher job performance, an issue of interest to both male and female stakeholders.

This suggests that gender could influence individuals' responses to leadership styles, decision-making processes, and the broader school environment. Including gender as a variable enables researchers to identify any notable differences or trends between male and female teachers regarding their perceptions and reactions to management strategies. Gender dynamics may affect professional interactions and views of authority, thereby influencing job performance. For example, male and female teachers might respond differently to leadership approaches based on personal experiences or cultural expectations. This aligns with Beutell and Ahn's (2019) assertion that gathering gender data helps determine whether such differences exist and whether principals should tailor their strategies to better accommodate both genders within their teams.

Furthermore, incorporating gender in data collection ensures a more holistic understanding of the factors affecting teachers' job performance. It facilitates the identification of gender-specific obstacles or advantages related to leadership strategies, allowing for more precise and effective recommendations. Overall, considering gender in research enriches the findings and supports the development of targeted interventions aimed at enhancing teacher performance in secondary schools.

4.2.2 Level of Education of Respondents

The study instruments also gathered data on the educational qualifications of principals, teachers, School BoM Chairs, and Sub-county Directors of Education (TSC & MoE).

The findings are presented in Table 5;

Table 5: Respondents' Level of Education

Level of Education	Principals		Teachers		Chairs of School BoM		Sub-county Directors of Education (TSC & MoE)	
	f	%	f	%	f	%	f	%
Diploma	0	0.0	39	16.7	0	0.0	0	0.0
Bachelors' Degrees	6	60.0	146	62.4	7	70.0	1	50.0
Postgraduate	4	40.0	49	20.9	3	30.0	1	50.0
Total	10	100.0	234	100.0	10	100.0	2	100.0

Source: Field Data (2025)

Table 5 indicates that a majority of the principals, 6 (60.0%), held Bachelor's Degrees, while 4 (40.0%) possessed postgraduate qualifications. Similarly, most teachers—1476 (62.4%)—held Bachelor's Degrees, 49 (20.9%) had postgraduate credentials, and only 39 (16.7%) held Diplomas. Regarding the Chairs of school Boards of Management (BoM), 7 (70.0%) had Bachelor's Degrees, whereas 3 (30.0%) had attained postgraduate qualifications. Among the Sub-county Directors of Education, one (50.0%) had a Bachelor's Degree, while the other held a postgraduate qualification. These findings suggest that the respondents had a foundational level of education, supporting the assumption that they were sufficiently qualified to provide informed responses about how principals' management strategies influence teachers' job performance in secondary schools.

Furthermore, this underscores the idea that educational attainment reflects an individual's knowledge, competencies, and cognitive capabilities. Respondents with varying educational levels may perceive and react to management strategies differently. For example, teachers with higher academic qualifications might better grasp contemporary pedagogical methods and may respond more favorably to leadership styles that offer professional growth or autonomy.

Conversely, those with lower qualifications might prefer structured oversight or direct guidance. Consequently, analyzing teachers' educational levels allows researchers to better understand how different management strategies impact individuals with distinct educational backgrounds. In essence, a teacher's level of education can shape their professional expectations and perceptions of school leadership. Those with advanced qualifications might anticipate more autonomy or development opportunities, leading to more positive reactions to certain leadership styles. Conversely, those with fewer qualifications may appreciate more directive forms of management. Therefore, educational level is a valuable factor in explaining variations in job performance under different leadership models.

This aligns with Avidov-Ungar's (2019) argument that educational attainment serves as a control variable, helping researchers ensure that observed effects of leadership strategies are not confounded by disparities in teachers' qualifications. In conclusion, gathering data on respondents' educational backgrounds is crucial in examining how principals' management strategies influence teachers' job performance, as it helps account for differences in cognitive ability, professional expectations, and leadership receptiveness.

4.3 Status of Teachers' Job Performance in Public Secondary Schools

The study aimed to evaluate the status of teachers' job performance in public secondary schools within Tharaka South Sub-county. This was assessed by examining the frequency with which teachers completed the syllabus on time and by analyzing Kenya Certificate of Secondary Education (KCSE) performance data from 2020 to 2024. The results are presented in Table 6;

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

Frequency of Timely Syllabus Coverage by Teachers	Number of Teachers	
	f	%
Often	58	24.8
Rarely	139	59.4
Never	37	15.8

Source: Field Data (2025)

Table 6 indicates that a majority of teachers, 139 (59.4%), rarely complete the syllabus on time. Additionally, 58 (24.8%) often manage to do so, while 37 (15.8%) never complete it on time. During interviews, school principals echoed this concern, stating that most teachers struggle to cover the syllabus within the required timeframe.

Principal P1 commented:

In my school, I have encountered situations where teachers fail to complete the syllabus on time, limiting students' revision period

These observations align with Hofman and ve Hofman's (2015) findings from the Netherlands, where an effective or competent teacher is defined as one who not only completes the syllabus on schedule but also teaches the subject effectively. Such teachers believe in their teaching abilities and their capacity to positively impact student achievement. Similarly, Kamau's (2021) study in Tharaka South Sub-county found that syllabus delays are most prominent during the third term, with many teachers racing to finish the content before national examinations. This pattern is attributed to a focus on exam-related topics at the expense of broader subject coverage, resulting in an incomplete learning experience for students. The researcher also examined KCSE performance over the past five years (2020–2024) as a measure of teacher effectiveness, with the results presented in Table 7;

Table 7: Academic Performance in Public Secondary Schools in Tharaka South Sub- County between 2020 and 2024

KCSE Results in Mean Score (Points)	Years of Examination				
	2020 %	2021 %	2022 %	2023 %	2024 %
1-2.9 points (Poor)	40.2	43.5	44.2	47.3	48.9
3-4.9 points (Below Average)	36.9	35.1	34.9	33.5	32.5
5-6.9 points (Fair)	15.4	15.1	14.8	13.7	13.4
7-8.9 points (Good)	5.3	4.4	4.3	3.8	3.6
9-11.9 points (Excellent)	2.2	1.9	1.8	1.7	1.6

Source: Field Data (2025)

Table 7 illustrates a downward trend in KCSE academic performance over the past five years. This trend aligns with the findings of a 2025 Ministry of Education report, which also indicates a decline in KCSE results within Tharaka South Sub-county. These results raise concerns about teacher effectiveness and the motivational strategies implemented by school principals. Collectively, the findings reflect various aspects of teacher performance, including efforts to achieve better results, the adoption of innovative approaches to fulfill responsibilities, improved attitudes in student interactions, and overall school performance in syllabus delivery and academic achievement.

4.4 Principals' Communication Practices and Teachers' Job Performance in Public Secondary Schools

The research aimed to investigate the impact of principals' communication methods on teachers' job performance in public secondary schools. Descriptive data were gathered from teachers, and the findings are shown in Table 8;

Table 8: Teachers' Views on the Influence of Principals' Communication Practices on Teachers' Job Performance in Public Secondary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Principals encourage open-door policy of communication as a way of improving teacher performance	51.7	11.3	5.6	5.6	25.8
In public secondary schools, principals provide timely and transparent information updates which has improved teacher performance	53.7	14.8	5.6	11.1	14.8
Principals rarely engage teachers in designing effective communication channels which has made it difficult to share information and has thus, lowered teacher performance	57.4	9.3	7.4	9.3	16.7
Principals encourage use of different communication channels which has improved teacher performance	48.1	18.5	5.6	9.3	18.5
In public secondary schools, the communication practices adopted by the principals have improved teacher performance	66.7	11.1	3.7	5.6	13.0

Source: Field Data (2025)

Table 8 illustrates that just over half of the surveyed teachers, specifically 121 individuals (51.7%), strongly agreed with the assertion that principals actively promote an open-door policy as a strategy to enhance teacher performance. This approach encourages open communication between school leadership and staff. In contrast, slightly more than a quarter of the respondents, accounting for 60 teachers (25.8%), expressed strong disagreement with this viewpoint. This suggests a division in perception, although the majority supports the notion that such policies contribute positively to performance outcomes. Similarly, the data reveals that a significant number of teachers, 126 (53.7%), strongly endorsed the belief that principals in public secondary schools consistently provide timely and transparent updates on school matters. These updates, as reported by respondents, contribute to improved teacher performance by ensuring that educators are well-informed and aligned with institutional

expectations. Conversely, a smaller segment, comprising 35 teachers (14.8%), strongly disagreed with this assessment, indicating that they do not perceive such transparency in communication as prevalent in their institutions. Furthermore, 134 teachers, making up 57.4% of the total sample, strongly agreed with the perspective that school principals seldom engage teachers in the development or structuring of communication systems within their schools. This exclusion, according to respondents, has hindered effective information sharing and consequently had a detrimental effect on overall teacher performance. Only 39 teachers (16.7%) strongly disagreed with this assertion, suggesting that in a few instances, teacher involvement in communication planning is recognized and perhaps more prevalent.

Another notable finding is that 113 teachers, representing 48.1% of the participants, strongly agreed that principals actively encourage the use of diverse communication methods. This approach, which includes multiple communication channels, was seen as positively influencing teacher performance by facilitating more accessible and responsive interactions. Meanwhile, 43 teachers (18.5%) strongly disagreed with this, indicating that they do not experience such variety in communication approaches in their schools.

In addition, a significant two-thirds majority, or 156 teachers (66.7%), strongly supported the view that communication practices implemented by school principals have directly contributed to the enhancement of teacher performance in public secondary schools. On the other hand, 30 teachers (13.0%) strongly disagreed with this statement, revealing that there are still some educators who perceive a disconnect between administrative communication practices and their own job performance. Collectively, these findings highlight the essential role that principals play in shaping effective communication frameworks within schools.

Such frameworks are instrumental in influencing teacher morale, motivation, and professional output. As schools increasingly focus on teacher retention and effectiveness, the quality and consistency of communication emerge as pivotal factors. Recent academic studies reinforce these survey findings by examining various communication strategies employed by school leaders and their respective impacts on teaching outcomes. One widely recognized practice is the maintenance of an open-door communication policy. This policy entails principals being readily accessible to teachers, allowing open discussions regarding challenges, innovations, or feedback.

A study by Smith and Johnson (2021) found that such accessibility creates a supportive atmosphere where teachers feel valued and heard. This fosters a trusting relationship between staff and leadership, thereby boosting morale and performance levels. These observations align closely with those from research conducted by Taylor and Bennett (2022), which emphasized that when principals are perceived as approachable and communicative, teachers are more inclined to participate in professional growth opportunities and collaborative initiatives. This, in turn, strengthens instructional practices and classroom effectiveness, ultimately benefiting student learning outcomes as well.

Another key practice involves principals ensuring that information—especially administrative updates, academic expectations, and policy changes—is shared promptly and transparently. The study by Thomas, Brown, and O'Connor (2023) supported this, revealing that timely and clear communication allows teachers to better align their instructional strategies with school objectives. When teachers are provided with current and reliable information, they can make informed decisions in their day-to-day teaching, reducing confusion and workplace stress. However, not all communication approaches adopted by principals are effective.

A consistent concern raised by educators is the lack of involvement in developing communication structures. When teachers are not engaged in the creation of these systems, the result is often inefficient and poorly functioning communication channels. Anderson and Green (2021) found that such exclusion leads to feelings of neglect and disempowerment among teachers, which can manifest as decreased motivation and diminished performance. Brown and Lee (2020) further argue that ineffective communication infrastructures can result in key information being lost or misunderstood. This can disrupt the smooth operation of teaching activities and increase the administrative burden on educators.

In schools where teachers are excluded from the decision-making process regarding communication tools or procedures, these breakdowns become more common, hampering overall school performance. Conversely, schools where principals promote the use of multiple communication methods have reported improvements in the clarity and efficiency of information flow. Harris and Walker (2022) observed that when principals use a blend of platforms—such as emails, staff meetings, messaging apps, and face-to-face discussions—teachers are more likely to access information in formats that suit their personal and professional preferences. This multi-channel approach ensures messages are not only delivered but also received and understood.

The resulting communication ecosystem supports a more cohesive and collaborative working environment, ultimately enhancing teacher performance and student achievement. These collective insights affirm the critical influence that school leadership communication strategies have on teaching outcomes. Effective practices—like maintaining an open-door policy, providing regular and transparent updates, and offering varied communication tools—are central to a productive and motivated teaching workforce.

However, to optimize these benefits, principals must also prioritize inclusive decision-making processes, ensuring that teachers are involved in shaping the very communication systems that affect their work.

4.4.1 Inferential Analysis

To further explore how principals' communication practices influence teacher job performance, additional data were gathered from the principals of 10 sampled public secondary schools. Principals were asked to report on the frequency with which they implement open-door communication practices, the regularity with which teachers complete syllabus coverage on time, and the performance of students in the 2024 Kenya Certificate of Secondary Education (KCSE) examinations. Responses were recorded using a 5-point Likert scale (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, and Never = 1). The results of this inferential analysis are presented in Table 9:

Table 9: How Often Principals Adopt Open-door Communication Practice and Teachers' Job Performance in Public Secondary Schools

How Often Principals Adopt Open-Door Communication Practice (X1)	How Often Teachers Cover Syllabus in Time	2024 KCSE Results
2	2	2.14
3	3	3.78
4	5	4.81
2	3	2.80
2	2	3.48
1	2	5.89
2	1	4.99
3	4	6.98
5	3	9.07
4	4	10.06

Source: Field Data (2025)

Table 9 indicates that in public secondary schools where principals consistently implement an open-door communication policy with teachers, there is a higher frequency of timely syllabus coverage and enhanced student performance in the KCSE. This is attributed to the open-door approach fostering a transparent and collaborative

atmosphere, enabling teachers to openly discuss challenges, seek guidance, and receive prompt support. Such communication improves teachers' sense of inclusion and boosts their morale, resulting in more effective teaching practices. When principals remain approachable and maintain regular interactions with teachers, it helps ensure that educators are well-informed about academic expectations and are supported in addressing obstacles to syllabus delivery. Issues related to lesson planning, resource access, or classroom management can be resolved more quickly, aiding in timely syllabus completion. Furthermore, when teachers feel encouraged and supported, they are more motivated to actively involve students in learning, which contributes to better academic results.

This emphasis on timely syllabus coverage and collaborative problem-solving enhances students' understanding of the material, directly leading to improved performance in KCSE examinations. In essence, the open-door policy not only cultivates a supportive teaching environment but also helps students become better equipped for their assessments. The data presented in Table 9 were analyzed using Pearson's Product Moment Correlation Test, with the results detailed in Table 10:

Table 10: Relationship between Frequency of Principals' Open-Door Communication Practices and Teachers' Job Performance in Public Secondary Schools

		XI	A	B
XI	Pearson Correlation	1	.613*	.584*
	Sig. (2-tailed)		.030	.047
	N	10	10	10
A	Pearson Correlation	.613*	1	.808
	Sig. (2-tailed)	.030		.098
	N	10	10	10
B	Pearson Correlation	.584*	.808	1
	Sig. (2-tailed)	.047	.098	
	N	10	10	10

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

Key: **XI**- How Often Principals Practise Open-door Communication Policy; **A**- How Often Teachers Cover Syllabus in Time and **B**-2024 KCSE Results

Table 10 highlights a significant correlation between principals' communication strategies and teachers' job performance in public secondary schools. Specifically, more frequent communication from principals corresponds with timely syllabus coverage by teachers and improved student outcomes in KCSE examinations ($r(10) = 0.613$ and 0.584 , $p = 0.030, 0.047$, $\alpha = 0.05$). This suggests that effective communication is an essential element of school leadership, influencing the dynamic between principals and teachers and creating a supportive environment for professional development and collaboration. When principals communicate regularly and clearly, they help establish expectations, provide meaningful feedback, and extend necessary support. This fosters a workplace culture where teachers feel recognized and heard, boosting their motivation and job satisfaction.

Principals who actively engage in open communication, address teachers' concerns, and provide constructive input contribute to a stronger sense of empowerment and commitment among staff. Additionally, clarity around school objectives, policies, and changes ensures teachers' efforts are aligned with the school's broader goals. Conversely, ineffective communication can cause confusion, lead to misunderstandings, and diminish morale, ultimately hindering teachers' performance.

Therefore, when principals prioritize strong communication, they contribute to a more unified school culture and promote enhanced teacher performance, which in turn improves student academic success. In summary, the communication strategies employed by principals play a pivotal role in shaping the school environment and influencing teachers' job effectiveness in public secondary schools.

4.4.2 Thematic Analysis

Insights from interviews with principals and Chairs of Boards of Management (BoM) reinforced the perspectives shared by many teachers, indicating that principals often

adopt diverse communication methods to inspire teachers in their roles. Principal P2 shared:

In my school, I encourage an open-door communication policy, ensure timely and transparent updates, and use multiple communication platforms to share information with teachers. This approach has enabled teachers to carry out their responsibilities more effectively

Similarly, Sub-county Directors of Education affirmed that school leaders are expected to utilize varied communication strategies to enhance teacher performance. These qualitative findings align with the quantitative data, indicating that open-door communication practices by principals play a vital role in fostering a collaborative and positive work climate for teachers. Despite facing challenges such as large class sizes, administrative burdens, and scarce resources, this approach promotes teacher engagement and support in decision-making processes.

By keeping their doors open, principals encourage teachers to voice concerns, share input, and offer suggestions openly, thereby building trust and mutual respect. Furthermore, providing timely and transparent updates on school matters—such as curriculum adjustments, upcoming events, and policy changes—keeps teachers informed and prepared, minimizing confusion and allowing them to concentrate on teaching. The findings also emphasize the importance of utilizing a range of communication tools—like staff meetings, emails, and digital platforms—to meet diverse staff preferences and enhance information sharing. Consequently, teachers are better positioned to fulfill their responsibilities effectively, resulting in higher job satisfaction and improved performance. This strategic approach to communication helps create a more cohesive and productive teaching environment, ultimately benefiting both teachers and students.

4.5 Provision of Instructional Materials and Teachers' Job Performance in Public Secondary Schools

The research aimed to investigate how the availability of instructional materials affects teachers' job performance in public secondary schools. Descriptive data were gathered from teachers, and the findings are shown in Table 11;

Table 11: Teachers' Views on the Influence of Provision of Instructional Materials on Teachers' Job Performance in Public Secondary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Principals often ensure that teachers have adequate stationery and textbooks to support their classroom instruction activities which has improved teacher performance	49.6	5.0	4.3	33.8	7.2
In public secondary schools, the principals rarely provide teaching aids which has negatively affected teacher performance	52.5	12.2	2.9	26.6	5.8
Principals rarely provide revision materials as a way of improving teaching activities and performance	44.6	15.8	4.3	28.8	6.5
To improve teacher performance, the principals always ensure that teachers have enough reference notes and question banks for students	59.7	7.9	5.8	21.6	5.0
Principals rarely ensure that instructional materials are adequate which has not improved teacher performance	64.2	9.4	4.7	17.9	3.8

Source: Field Data (2025)

As illustrated in Table 11, 116 teachers, representing 49.6% of the respondents, strongly agreed that school principals frequently ensure that sufficient stationery and textbooks are available to support teachers' instructional activities in the classroom. According to these teachers, the consistent supply of these essential materials has had a positive influence on their teaching performance.

In contrast, a smaller portion—17 teachers (7.2%)—strongly disagreed with this sentiment, suggesting that not all teachers perceive such support from school leadership. In addition, the data reveals that slightly over half of the teachers, 123 respondents or 52.5%, strongly concurred with the statement that principals in public secondary schools seldom provide adequate teaching aids, a shortfall that has adversely affected their performance in the classroom. This lack of teaching aids has reportedly undermined instructional delivery, contributing to lower teacher effectiveness. Only 14 teachers, accounting for 5.8% of the sample, strongly disagreed with this claim, indicating a minority who feel that teaching aids are sufficiently provided.

Furthermore, the study findings highlight that 104 teachers, equivalent to 44.6%, strongly agreed that principals rarely supply revision materials as part of efforts to improve instructional practices and overall teacher performance. The shortage of such resources, such as mock tests and past examination papers, has been identified as a barrier to effective preparation and student readiness. In contrast, 15 teachers (6.5%) strongly disagreed, suggesting they have experienced some level of provision in this regard.

Another notable finding is that a slight majority—140 teachers or 59.7%—strongly agreed that principals actively strive to enhance teacher performance by ensuring that reference notes and question banks are readily available for instructional use. These resources play a significant role in improving lesson planning and assessment strategies. On the opposite end of the spectrum, 12 teachers (5.0%) strongly disagreed, indicating a belief that such support is lacking in their institutions. Moreover, a substantial majority of 150 teachers, constituting 64.2% of the sample, strongly agreed with the view that school principals generally fail to guarantee the sufficiency of instructional materials. According to these respondents, this ongoing inadequacy in resources has hindered

improvements in teacher performance. In comparison, only a marginal number—9 teachers (3.8%)—strongly disagreed, suggesting that they feel their schools are adequately resourced in this regard. These findings collectively underscore the critical role of school principals in establishing a supportive teaching and learning environment. Educational research has long emphasized the importance of school leadership in ensuring that teachers are equipped with the tools and materials necessary for effective classroom instruction. When school administrators take active steps to supply fundamental teaching resources—such as textbooks, stationery, reference materials, and question banks—teachers are better positioned to perform their duties, resulting in enhanced instructional quality and student learning outcomes.

Nonetheless, the data reveals significant gaps in resource provision, particularly in the areas of teaching aids and revision materials. These deficiencies have been shown to negatively impact overall teacher performance. A consistent theme across the responses is that access to a comprehensive range of instructional resources is vital for educators to meet curriculum demands and support diverse learning needs effectively. Research supports the argument that principals who prioritize the provision of key resources can directly influence the quality of teaching. For example, Nyerere (2021) emphasizes that when teachers are equipped with adequate textbooks and stationery, they are able to plan their lessons more effectively, leading to structured and impactful instruction. This, in turn, creates a learning environment that supports student success by enabling teachers to implement the curriculum as intended.

Similarly, Adeyemi (2019) found that access to current and relevant instructional materials boosts teacher confidence and allows for more interactive and engaging lesson delivery. Teachers who have access to updated content are more capable of stimulating student interest and increasing participation, ultimately improving academic outcomes.

However, despite the frequent provision of basic resources such as textbooks and stationery, the failure to consistently supply teaching aids remains a notable shortcoming. Teaching aids—including visual materials, digital tools, and interactive educational resources—are essential for delivering lessons that cater to a variety of learning styles. Davis (2020) notes that such aids help to make abstract concepts more understandable and relatable for students. Without these tools, teachers may find it challenging to capture student attention and facilitate deep comprehension, especially in complex subject areas. As Ogbonnaya (2018) points out, the absence of teaching aids makes it difficult for educators to address the needs of visual and kinesthetic learners, ultimately undermining inclusive education practices.

Another area of concern is the limited availability of revision materials, which are crucial for both student preparation and instructional planning. Kwame (2022) asserts that many principals do not allocate sufficient resources toward revision content, resulting in a negative effect on teachers' ability to guide students through exam preparation. Teachers rely on past papers and mock exams to evaluate student understanding and tailor their instruction accordingly. The lack of these materials means educators are less equipped to diagnose student weaknesses and adapt teaching strategies for better outcomes.

On a more positive note, the study also highlighted areas where principals have been effective in supporting teachers. Notably, a significant number of teachers reported receiving consistent access to reference notes and question banks. These materials enhance teacher preparedness by offering structured support for lesson planning and assessment. According to Burgess and Wiggins (2020), reference notes deepen teachers' subject knowledge, while question banks provide ready-made tools for evaluating student understanding.

Together, these resources facilitate more efficient instruction and improved classroom outcomes. Despite these successes, the overall adequacy of instructional materials remains a concern. Akinyemi (2021) observed that many principals continue to overlook the importance of providing a diverse range of modern instructional tools, such as multimedia content and up-to-date textbooks. These materials are increasingly essential in today's technologically driven educational landscape. When schools lack these resources, teachers are forced to rely on outdated content, which limits their ability to engage students and deliver effective instruction. This stagnation in teaching quality ultimately affects student performance and school achievement.

In conclusion, the findings of this study confirm that while school principals play a vital role in facilitating access to essential teaching materials, there are persistent gaps that need to be addressed. The availability of stationery, textbooks, reference notes, and question banks has demonstrably improved teacher performance in some schools. However, the absence of teaching aids and revision resources continues to hinder instructional effectiveness. For schools to maximize educational outcomes, principals must take a holistic approach in providing all forms of instructional materials. This includes traditional resources, as well as modern teaching aids and evaluation tools, which are indispensable in the current educational climate. Only by ensuring the consistent availability of these resources can principals create an environment where both teaching and learning flourish.

4.5.1 Inferential Analysis

To further examine the relationship between the provision of instructional materials and teacher job performance, data were gathered from 10 principals across selected public secondary schools. These principals were asked to rate the adequacy of instructional materials provided in their institutions using a three-point scale: Adequate (3), Not

Adequate (2), and Not Sure (1). In addition, they reported on how frequently teachers completed the syllabus on time and the schools' academic performance in the 2024 Kenya Certificate of Secondary Education (KCSE) examinations. The results of this analysis are presented in Table 12:

Table 12: Levels of Adequacy of Instructional Materials Provided by Principals and Teachers' Job Performance in Public Secondary Schools

Levels of Adequacy of Instructional Materials Provided by Principals (X2)	How Often Teachers Cover Syllabus in Time	2024 KCSE Results
2	2	2.14
2	3	3.78
3	5	4.81
2	3	2.80
2	2	3.48
1	2	5.89
1	1	4.99
2	4	6.98
3	3	9.07
3	4	10.06

Source: Field data (2025)

Table 12 reveals a clear relationship between the adequacy of instructional materials provided by school principals and both the timeliness of syllabus coverage by teachers and students' academic achievement in KCSE. Specifically, it indicates that the more sufficient and suitable the teaching resources made available to educators, the more frequently teachers are able to complete the syllabus on schedule. This suggests that when principals prioritize the provision of appropriate instructional materials, teachers are better equipped to deliver lessons efficiently and effectively.

Having access to adequate resources enables teachers to present subject content in a manner that simplifies complex concepts, thereby supporting students' understanding. This improved clarity allows for a more organized and timely approach to syllabus coverage. In addition, access to high-quality teaching aids contributes to enhanced student performance.

When learners are exposed to well-structured textbooks, supportive reference materials, and engaging multimedia content, their ability to understand, retain, and apply knowledge improves significantly. Such resources empower educators to adopt a variety of teaching methods tailored to diverse student needs and learning styles, ultimately enriching the educational experience. As a result, students become more engaged in the learning process and are better prepared for examinations. This leads to noticeable improvements in academic performance. In summary, there is a strong and positive correlation between the adequacy of instructional materials and improved learning outcomes. Teachers who have the right tools can teach more effectively and help students perform better. The findings from Table 12 were further examined using Pearson's Product Moment Correlation Test, with the results presented in Table 13:

Table 13: Relationship between Levels of Adequacy of Instructional Materials Provided by Principals and Teachers' Job Performance in Public Secondary Schools

		X2	A	B
X2	Pearson Correlation	1	.542*	.595*
	Sig. (2-tailed)		.017	.040
	N	10	10	10
A	Pearson Correlation	.542*	1	.808
	Sig. (2-tailed)	.017		.098
	N	10	10	10
B	Pearson Correlation	.595*	.808	1
	Sig. (2-tailed)	.040	.098	
	N	10	10	10

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

Key: **X2**- Levels of Adequacy of Instructional Materials; **A**- How Often Teachers Cover Syllabus in Time and **B**-2024 KCSE Results

Table 13 illustrates a significant positive relationship between the availability of instructional materials and the job performance of teachers in public secondary schools. In essence, the more adequately school principals supply instructional materials to teachers, the more frequently these teachers are able to complete the syllabus on schedule, thereby contributing to better student performance in the Kenya Certificate of

Secondary Education (KCSE). The correlation values ($r(10) = 0.542$ and 0.595 with p -values of 0.017 and 0.040 respectively at $\alpha = 0.05$) support this association. These findings reinforce the crucial role that instructional materials—such as textbooks, educational aids, and technological resources—play in enhancing both teaching effectiveness and student learning outcomes. Instructional resources serve as vital tools for teachers to design lessons that are not only interactive but also engaging and efficient. These materials help in simplifying complex topics and making them more accessible to students, thereby improving their understanding.

When teachers have access to adequate and up-to-date instructional materials, they are better positioned to create a stimulating classroom atmosphere that supports optimal learning. Furthermore, the availability of these resources reduces the workload stress on teachers, allowing them to concentrate on delivering quality instruction rather than struggling with insufficient tools. The presence of necessary teaching resources also increases teacher motivation and boosts their confidence. Educators who feel supported in their work environment are more likely to perform effectively and remain committed to their profession. Moreover, well-supplied classrooms enable teachers to tailor their teaching approaches to suit various learning styles, ensuring that no student is left behind.

By catering to a broad spectrum of learners—visual, auditory, and kinesthetic—teachers can enhance their students' engagement and academic success. On the contrary, the absence or inadequacy of instructional materials often creates obstacles that interfere with effective teaching. Teachers may experience frustration, reduced morale, and even burnout when forced to teach without the essential tools. This lack of support hinders their ability to maintain high standards of instruction, leading to a decline in both teaching quality and student achievement.

Hence, ensuring that instructional resources are adequately provided in public secondary schools is essential for improving overall teacher performance and academic outcomes among students.

4.5.2 Thematic Analysis

Insights gathered from interviews with school principals and the Chairs of Boards of Management (BoM) echoed concerns about the inadequacy of instructional materials.

Principal P3, for instance, explained;

Despite considerable efforts to equip teachers with necessary resources—including textbooks, teaching aids, revision content, and question banks—these provisions still fall short of what is required. This shortage has, at times, hindered timely syllabus coverage and, consequently, affected students' performance negatively.

Similar sentiments were expressed by Sub-county Directors of Education, who acknowledged that many public secondary schools have not yet met the standard levels of instructional material adequacy. These qualitative findings suggest that while school leaders are making concerted efforts—such as allocating school funds and seeking support from the government or other donors—these initiatives are often insufficient. As a result, schools continue to face difficulties in obtaining enough learning materials for their students.

In numerous cases, the available resources are outdated, and there is limited access to digital tools or online content. Furthermore, many schools do not have enough textbooks or teaching aids to support large class sizes, which complicates the delivery of quality education. These challenges hinder the teaching process, as teachers must either alter their lesson plans or skip parts of the curriculum due to the lack of materials. Such compromises delay the completion of the syllabus and reduce the depth of content that students are exposed to. Ultimately, the shortage of instructional materials contributes to educational inequality, with some learners having access to a more comprehensive

education than others. These disparities have far-reaching effects on academic performance, as students who lack proper resources may struggle to grasp critical concepts and perform poorly in assessments. In the long term, this deficiency affects not only individual student outcomes but also the overall effectiveness of the education system. Therefore, ensuring that schools are well-equipped with adequate and modern instructional materials remains a top priority in the pursuit of quality education for all.

4.6 Principals' Supervisory Practices and Teachers' Job Performance in Public Secondary Schools

The research aimed to assess the impact of principals' supervisory practices on teachers' job performance in public secondary schools. Descriptive data were gathered from teachers and organized into key insights. The findings are displayed in Table 14;

Table 14: Teachers' Views on the Influence of Principals' Supervisory Practices on Teachers' Job Performance in Public Secondary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Principals rarely observe how teachers manage their time at school which has affected teacher performance	55.4	14.4	5.8	16.5	7.9
Principals usually assess teachers' preparation of professional documents to improve teacher performance	59.7	7.2	3.6	26.6	2.9
Principals often supervise the teaching methods teachers use in class which has helped improve teacher performance	53.2	8.6	4.3	21.6	12.3
To improve teacher performance, the principals often supervise teachers' participation in CCAs	51.8	13.7	3.6	27.3	3.6
In public secondary schools, the principals rarely provide feedback after supervision which has negatively affected teacher performance	39.6	9.4	6.6	40.6	3.8

Source: Field Data (2025)

Table 14 presents the results of a survey on teachers' perceptions of principals' involvement in different supervisory practices and their impact on teacher performance. According to the findings, 130 teachers, accounting for 55.4%, strongly agreed with the statement that principals rarely observe how teachers manage their time at school, and this lack of observation has negatively affected teacher performance. In contrast, 18 teachers, representing 7.9%, strongly disagreed with this view. Similarly, the survey showed that 140 teachers, or 59.7%, strongly agreed that principals frequently assess teachers' preparation of professional documents, such as lesson plans and schemes of work, to improve teacher performance. On the other hand, 7 teachers, which corresponds to 2.9%, strongly disagreed with this practice.

Another key finding indicated that 124 teachers, representing 53.2%, strongly agreed that principals often supervise the teaching methods employed by teachers in the classroom, contributing to improvements in teacher performance. However, 29 teachers, or 12.3%, strongly disagreed with this statement. The majority of the teachers, 121, which equals 51.8%, strongly agreed that principals frequently supervise teachers' participation in co-curricular activities (CCAs) to improve their overall performance, while 8 teachers, or 3.6%, strongly disagreed with this approach. However, only 97 teachers, representing 39.6%, strongly agreed with the assertion that principals rarely provide feedback after supervision, which negatively impacts teacher performance. In contrast, 9 teachers, or 3.8%, strongly disagreed with this view.

These results highlight the significant role principals play in providing instructional leadership that can impact teacher performance. The findings align with previous research by Smith (2018), which emphasized the importance of principals regularly assessing teaching strategies to ensure they are effective in delivering the curriculum. Smith (2018) further noted that monitoring teaching methods is essential because it

allows principals to identify areas where teachers may require additional professional development or support. This process is crucial for fostering continuous improvement and enhancing the overall quality of teaching in schools. The study also found that principals assess whether teachers are preparing essential professional documents, such as lesson plans and schemes of work. Robinson (2020) supports this view, stating that the preparation of such documents is seen as an indicator of teacher professionalism and organizational skills, which are believed to enhance teaching performance.

Nevertheless, Ngugi (2017) suggests that while the preparation of professional documents is often a requirement in many educational settings, it does not necessarily translate into improved teaching outcomes. Teachers may prepare these documents simply to comply with administrative demands, without necessarily enhancing their teaching effectiveness. In addition to monitoring teaching methods and document preparation, principals also evaluate teachers' attendance. The study underscores the importance of regular attendance, as it ensures continuity in instruction and provides students with consistent learning experiences. This is a critical aspect of maintaining a stable and effective learning environment, as regular attendance directly impacts the quality of education students receive. Furthermore, the study revealed that principals also monitor how teachers interact with parents and colleagues, believing that these relationships significantly influence teacher performance.

Pereira (2018) supports this claim, highlighting that positive interactions with parents and colleagues help create a supportive environment conducive to professional growth. However, Bermudez (2020) pointed out that many teachers struggle with communication and collaboration, particularly in schools where principals have not fostered a culture of open dialogue and cooperation. As a result, efforts to supervise these relationships may not always have the desired impact on improving teacher

performance. Despite the various strategies employed by principals, the study also found that teacher performance in public secondary schools has not significantly improved. This observation is consistent with previous research, such as that by Smith and Jackson (2022), which revealed that despite principals' supervisory efforts, teacher performance remained low in many schools. These findings suggest that while principals use a variety of strategies to enhance teacher performance, these efforts do not always result in the expected outcomes.

The lack of significant progress in teacher performance may be attributed to several factors. These include insufficient follow-up on supervision activities, limited professional development opportunities for teachers, and external challenges that educators face. The study suggests that for principal supervision to have a lasting and positive impact on teacher performance, it must be accompanied by broader systemic changes that address these underlying issues. It is not enough for principals to merely engage in supervisory practices; there must also be a commitment to improving the overall conditions in which teachers work and to providing them with the necessary resources and support for professional growth.

The findings also emphasize that while principals' instructional leadership is a critical factor in improving academic performance, it is not always consistently or effectively implemented. This highlights the need for principals to actively engage in curriculum planning, provide professional development opportunities for teachers, and foster a collaborative school culture. When principals take a hands-on approach, providing regular feedback, and encouraging continuous improvement, their influence on academic performance can be profound. Research has shown that principals who are actively involved in the teaching and learning process, who offer support, and who foster an environment of continuous improvement, can positively influence both teacher

performance and student learning outcomes. This aligns with the idea that effective instructional leadership promotes teacher accountability, student engagement, and the use of high-quality teaching methods. These elements are all essential for achieving better academic outcomes in schools. Therefore, while instructional leadership by principals is often not carried out in a systematic and regular manner, it remains an essential factor in the success of schools. Principals who actively engage with teachers, provide constructive feedback, and promote professional development can play a significant role in improving the overall quality of education and in fostering academic success.

4.6.1 Inferential Analysis

To further examine the impact of principals' supervisory practices on teachers' job performance, data were collected from the 10 principals of the sampled public secondary schools. The data focused on the frequency with which principals supervise teaching activities, how often teachers complete the syllabus on time, and academic performance in the 2024 Kenya Certificate of Secondary Education (KCSE). The results of this analysis are presented in Table 15:

Table 15: How Often Principals Supervise Teaching Activities and Teachers' Job Performance in Public Secondary Schools

How Often Principals Supervise Teaching Activities (X3)	How Often Teachers Cover Syllabus in Time	2024 KCSE Results
2	2	2.14
2	3	3.78
3	5	4.81
2	3	2.80
1	2	3.48
2	2	5.89
1	1	4.99
4	4	6.98
3	3	9.07
4	4	10.06

Source: Field data (2025)

Table 15 demonstrates that principals who engage in frequent supervision contribute to timely syllabus coverage and enhanced academic performance in KCSE exams. This suggests that regular supervision allows principals to closely monitor teaching methods, identify challenges faced by teachers, and intervene promptly to improve educational quality. By consistently observing classroom activities, principals can provide valuable feedback, ensuring that teachers stick to the prescribed curriculum timelines. This practice helps in completing the syllabus on time and avoids delays that could impede students' readiness. Furthermore, regular supervision fosters a sense of accountability among teachers, motivating them to uphold high standards of teaching and stay aligned with the curriculum.

Additionally, frequent supervision helps principals identify areas where students may be struggling early, allowing teachers to adapt their teaching approaches to better meet learners' needs. This focused support boosts student engagement, comprehension, and overall academic outcomes. The positive effects of such supervision are reflected in better KCSE performance, as students benefit from a well-structured and concentrated learning environment. In conclusion, principals who prioritize regular supervision not only ensure syllabus completion but also promote academic excellence. The data in Table 15 were analyzed using Pearson's Product Moment Correlation Test, with results presented in Table 16:

Table 16: Relationship between How Often Principals Supervise Teaching Activities and Teachers' Job Performance in Public Secondary Schools

		X3	A	B
X3	Pearson Correlation	1	.509*	.534*
	Sig. (2-tailed)		.029	.037
	N	10	10	10
A	Pearson Correlation	.509*	1	.808
	Sig. (2-tailed)	.029		.098
	N	10	10	10
B	Pearson Correlation	.534*	.808	1
	Sig. (2-tailed)	.037	.098	
	N	10	10	10

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

Key: **X3**- How Often Principals Supervise Teaching Activities; **A**- How Often Teachers Cover Syllabus in Time and **B**-2024 KCSE Results

Table 16 illustrates a strong connection between the supervisory practices of principals and the job performance of teachers in public secondary schools. Specifically, it shows that as principals increase the frequency of supervising teaching activities, teachers tend to adhere more closely to syllabus timelines, which in turn positively impacts students' academic performance in the Kenya Certificate of Secondary Education (KCSE). The data reveals a correlation of $r(10) = 0.509$ and 0.534 with p-values of 0.029 and 0.037 at $\alpha = 0.05$. This clearly highlights that principals' involvement in supervising teaching practices is crucial for ensuring timely and thorough syllabus coverage.

When principals are more engaged in supervising teaching activities, teachers are more likely to stick to the syllabus schedule, thus ensuring that all topics are adequately covered before the exams. This regular supervision allows principals to track teaching practices, provide necessary support, and identify areas where teachers may require additional resources or assistance. Such oversight ensures that any challenges hindering timely syllabus coverage are addressed. Moreover, principals' involvement provides teachers with valuable feedback, enhancing their teaching methods and ultimately

improving lesson delivery. Effective syllabus coverage enables students to grasp critical concepts better, leading to improved preparation for their KCSE exams. Therefore, it is evident that stronger supervisory practices directly contribute to better student performance, emphasizing the importance of effective school leadership in supporting teachers and guiding them to ensure students' thorough academic preparation.

4.6.2 Thematic Analysis

From the interviews conducted with principals and Chairs of the Board of Management (BoM), it became clear that principals regularly engage in supervising teaching activities. Principal, P4, stated;

I always supervise teaching methods which teachers in my school adopt, whether they prepare professional documents such as schemes of work and lesson plans or not as well as their class attendance, how they relate with parents and colleagues

Similarly, Sub-county Directors of Education emphasized the expectation that schools should provide instructional leadership to enhance teacher performance. These qualitative insights echo the quantitative findings, further affirming that principals' supervisory practices are integral to improving academic performance. The data suggest that effective supervision helps maintain teaching standards and provides teachers with the guidance and resources needed to deliver high-quality lessons. Principals, as instructional leaders, are responsible for observing teaching methods, offering constructive feedback, and creating a supportive environment for professional growth.

Their active involvement in classrooms significantly impacts teaching quality, which in turn positively affects students' academic results. By reviewing lesson plans, evaluating teaching strategies, and promoting professional development, principals help ensure that teaching methods remain relevant and effective. Furthermore, principals' engagement allows them to identify teaching weaknesses and address them promptly, thereby improving students' comprehension of essential subjects.

Additionally, principals' involvement in the educational process helps cultivate a culture of accountability among teachers, encouraging them to stay motivated and committed to achieving academic excellence. This combination of factors highlights the critical role of supervisory practices in the educational setting. These practices not only enable the identification of best teaching methods but also encourage collaboration among teachers, leading to a broader improvement in educational quality.

4.7 Principals' Motivation Practices and Teachers' Job Performance in Public Secondary Schools

The study also sought to explore how principals' motivational practices influence teachers' job performance in public secondary schools. Data were collected from teachers and presented in Table 17;

Table 17: Teachers' Views on the Influence of Principals' Motivation Practices on Teachers' Job Performance in Public Secondary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public secondary schools, the principals often provide social and materials rewards to those who work hard which has improved teacher performance	59.3	13.0	7.4	9.3	11.1
Principals rarely offer opportunities for professional development as a way of improving teacher performance	61.1	14.8	5.6	9.3	9.3
To improve teacher performance, principals always offer teachers with internal promotion opportunities	48.1	14.8	5.6	14.8	16.7
Teacher performance has not improved despite principals' reward system	51.7	13.2	7.4	18.5	9.3
Performance of teachers has not improved since principals rarely motivate teachers	55.7	18.7	5.7	12.3	7.6

Source: Field Data (2025)

Table 17 presents data indicating that just over half of the teachers, 139 (59.3%), strongly agreed with the statement that principals in public secondary schools frequently provide both social and material rewards to teachers who demonstrate hard work, which has consequently led to improved teacher performance. However, only 26 (11.1%) teachers disagreed with this notion. This data suggests that a lack of material incentives could potentially discourage teachers from striving to improve their performance, ultimately reducing their overall job satisfaction and effectiveness in the classroom. This aligns with Richards' (2017) research, which highlights the importance of material incentives in motivating teachers and improving their performance. In a similar vein, 142 (61.1%) of the teachers strongly agreed that principals rarely offer professional development opportunities to enhance teacher performance, while only 22 (9.3%) strongly disagreed with this statement.

A significant number of teachers, 113 (48.1%), strongly agreed that principals regularly offer internal promotion opportunities as a means to improve teacher performance, whereas 39 (16.7%) strongly disagreed. Additionally, more than half of the teachers, 121 (51.7%), agreed that teacher performance has not improved despite the principals' reward systems, with only 22 (9.3%) strongly disagreeing. Similarly, 130 (55.7%) teachers believed that teacher performance has not improved because principals rarely motivate their staff, while 18 (7.6%) strongly disagreed.

These findings emphasize the critical role that school principals play in shaping the motivation and performance of teachers in public secondary schools. However, it is evident that many principals fail to effectively recognize and reward the hard work of their teachers, which ultimately has negative consequences for both teacher performance and student outcomes. One of the most impactful ways principals can influence teachers' job performance is by providing recognition and appreciation for

their efforts. This view supports the work of Mulford (2022), who stated that teachers are more motivated when they feel their contributions are acknowledged by their leaders. Unfortunately, many principals fail to offer such recognition, leading to lower motivation and, in turn, decreased teacher performance. Bickmore (2015) notes that when teachers feel undervalued due to a lack of recognition, their job satisfaction decreases. Teachers who feel appreciated are more likely to engage in behaviors that lead to better instructional practices, which benefits students.

Material incentives, such as salary increases or performance bonuses, are another method that principals can use to improve teacher performance. Yet, many principals in public secondary schools fail to offer these material rewards, as indicated by Richards' (2017) study. The absence of material rewards contributes to teachers' dissatisfaction, as monetary incentives are often perceived as a recognition of their hard work (Akhtar & Moen, 2020). When provided appropriately, material incentives can enhance teacher motivation, improve teaching quality, and ultimately raise student performance. In contrast, some principals do offer recommendations for internal promotions, which can positively affect teachers' performance.

Johnson (2016) argues that principals who recommend teachers for promotion help boost morale, leading to improvements in teaching methods and a greater commitment to professional development. However, this positive impact is often limited when these recommendations are not accompanied by other forms of recognition or tangible rewards. While promotion recommendations can motivate teachers to improve their performance, a major issue remains the lack of opportunities for professional development. This aligns with the research of Hall and Hord (2015), which found that principals who neglect to provide ongoing professional development opportunities hinder the growth and effectiveness of their teachers.

When teachers lack opportunities to develop their skills, their effectiveness in the classroom diminishes, which negatively affects student achievement. Regrettably, many principals in public secondary schools fail to prioritize professional development, leaving teachers without the necessary resources and support to enhance their teaching practices. The failure to provide professional development opportunities further limits teachers' ability to adapt to new pedagogical methods, exacerbating the issue of underperformance. This highlights the significant influence that principals have on teacher performance in public secondary schools. Principals who neglect to recognize and reward their teachers, fail to offer material incentives, do not provide opportunities for professional development, or fail to recommend teachers for promotion contribute to the decline in teacher motivation and, consequently, teacher performance.

4.7.1 Inferential Analysis

In order to evaluate the impact of principals' motivational practices on teachers' job performance in public secondary schools, data were collected from 10 principals at the sampled schools. The data focused on how frequently principals motivate teachers (with a scale ranging from Very Often = 5 to Never = 1), how often teachers complete the syllabus on time, and the academic performance in the 2024 KCSE exams. The results of this analysis are presented in Table 18:

Table 18: How Often Principals Motivate Teachers and Teachers' Job Performance in Public Secondary Schools

How Often Principals Motivate Teachers (X4)	How Often Teachers Cover Syllabus in Time	2024 KCSE Results
3	2	2.14
2	3	3.78
5	5	4.81
3	3	2.80
2	2	3.48
2	2	5.89
2	1	4.99
4	4	6.98
4	3	9.07
3	4	10.06

Source: Field Data (2025)

Table 18 highlights a clear relationship between the frequency of motivation and rewards given to teachers by principals in secondary schools and the timely completion of the syllabus, as well as improved student performance in the Kenya Certificate of Secondary Education (KCSE). This suggests that the more frequently principals motivate and reward their teachers, the more likely teachers are to feel valued, supported, and motivated to perform at their best. Strategies to motivate teachers—such as verbal praise, financial rewards, and opportunities for professional growth—serve to boost teacher morale and contribute to a positive school atmosphere.

This, in turn, implies that when teachers feel motivated, they are more committed to completing the syllabus on schedule and employing effective teaching strategies. Rewarding teachers not only increases their morale but also inspires them to maintain a high level of performance, which can directly improve their teaching efficiency. Teachers who feel appreciated are typically more punctual, organized, and dedicated to thoroughly covering the syllabus, ensuring enough time for review. This results in students benefiting from a well-paced educational experience, where concepts are taught and revisited methodically.

The enhanced quality of teaching translates into better academic performance for students, especially in the KCSE exams. Motivated teachers are more likely to engage students meaningfully, leading to better exam preparation, improved test scores, and a general enhancement in academic results. The data from Table 18 were analyzed using Pearson's Product Moment Correlation Test, with the findings presented in Table 19:

Table 19: Relationship between How Often Principals Motivate Teachers and Teachers' Job Performance in Public Secondary Schools

		X4	A	B
X4	Pearson Correlation	1	.527*	.544*
	Sig. (2-tailed)		.025	.031
	N	10	10	10
A	Pearson Correlation	.527*	1	.808
	Sig. (2-tailed)	.025		.098
	N	10	10	10
B	Pearson Correlation	.544*	.808	1
	Sig. (2-tailed)	.031	.098	
	N	10	10	10

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

Key: **X4**- How Often Principals Motivate Teachers; **A**- How Often Teachers Cover Syllabus in Time and **B**-2024 KCSE Results

Table 19 illustrates a strong correlation between principals' efforts to motivate teachers and the job performance of teachers in public secondary schools. Specifically, it shows that the more frequently principals motivate teachers, the more likely teachers are to complete the syllabus on time and enhance students' academic performance in KCSE ($r(10) = 0.527$ and 0.544 at $p = 0.025, 0.031$ at $\alpha = 0.05$). This suggests that while teachers' job performance may sometimes be perceived as low due to factors like limited resources, large class sizes, or inadequate pay, studies consistently indicate a strong link between principals' motivational actions and the quality of teaching. Motivated teachers are more inclined to participate in professional development, show enthusiasm in their lessons, and create positive learning environments. This motivation is cultivated by principals who provide recognition, support, and opportunities for

growth. They serve as role models, foster collaboration, and establish a positive school culture where teachers feel valued and respected. Therefore, while principals' motivational efforts are crucial, they alone cannot eliminate all the challenges that contribute to subpar teachers' job performance. The relationship between motivation and performance remains significant, but it must be understood in the broader context of the challenges both teachers and students face in public secondary schools. In essence, principals' motivation of teachers plays a pivotal role in enhancing teachers' job performance in public secondary schools.

4.7.2 Thematic Analysis

In interviews, principals highlighted that they frequently motivate teachers and identify those who are motivated to improve performance. Principal P5 shared:

In my secondary school, I always ensure that teachers are motivated, despite the limited resources available. I always identify hardworking staff and offer them small incentives and recognition. This has boosted their morale to complete the syllabus on time and ensure that students perform better in examinations

Sub-county education directors also emphasized that school heads are expected to engage in activities aimed at motivating teachers and creating a conducive learning environment. Despite some contradictions, these findings reinforce the importance of teacher motivation as a critical factor in enhancing job performance. Like the quantitative results, these views align with Hall and Hord's (2015) assertion that motivation practices implemented by principals play a vital role in boosting teachers' morale and performance. These mixed findings reaffirm that, although principals may not always engage in such practices, any form of motivation provided to teachers significantly contributes to improved performance, including timely syllabus coverage and better academic outcomes for students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the main research findings, conclusions, recommendations and suggestions for further research as discussed under the research objectives.

5.1 Summary of Research Findings

This section offers an overview of the key findings from the research objectives, which aimed at evaluating the status of teachers' job performance in public secondary schools. Additionally, the study focused on investigating how principals' communication practices, provision of instructional materials, supervisory practices, and motivation strategies influence teachers' job performance in these schools.

5.1.1 Teachers' Job Performance in Public Secondary Schools

The study revealed that a significant number of teachers in public secondary schools fail to complete the syllabus on time, which negatively affects the academic performance of students, particularly in the Kenya Certificate of Secondary Education (KCSE). Due to delayed syllabus coverage, students are left with insufficient time to review the content before the exams. Furthermore, the research showed a consistent decline in student performance in KCSE within the Tharaka South Sub-county, indicating that untimely syllabus coverage may be contributing to this downward trend.

5.1.2 Principals' Communication Practices and Their Influence on Teachers' Job Performance

The research found that while principals employed various communication strategies, such as open-door policies, timely updates, and the establishment of efficient communication channels, these practices did not result in significant improvements in

teacher performance, specifically regarding timely syllabus coverage and overall student performance in the KCSE exams. One primary reason for the ineffectiveness of these communication strategies lies in the gap between the intended objectives of these practices and their actual impact on classroom dynamics. For instance, the open-door policy, which enables teachers to voice concerns and communicate with principals, does not always lead to changes in classroom instruction. While it fosters a trusting and approachable environment, it does not address underlying issues such as overcrowded classrooms, lack of adequate resources, or external pressures, all of which impede the ability to teach effectively.

Similarly, while principals' efforts to provide regular updates may help teachers stay informed about new policies or schedule changes, this communication alone is insufficient to improve teaching practices. Without proper professional development, support, and resources, these updates have limited value in enhancing teachers' effectiveness. Moreover, while the establishment of communication channels promotes information flow, it does not address more fundamental issues such as low motivation or ineffective teaching methods. In summary, although principals' communication practices are vital for creating a positive working environment, the lack of direct support for teachers' instructional capabilities and the absence of clear accountability mechanisms hinder their impact on improving teachers' job performance.

These findings were supported by the Pearson Product Moment Correlation Test, which indicated a strong correlation between principals' communication practices and teachers' job performance ($r(10) = 0.613$, $p = 0.030$, $r(10) = 0.584$, $p = 0.047$ at $\alpha = 0.05$). This suggests that while teachers' job performance is often perceived as low due to systemic challenges, principals' communication practices do have a meaningful, though limited, effect.

5.1.3 Provision of Instructional Materials and Their Impact on Teachers' Job Performance

The study highlighted the crucial role of principals in ensuring the availability of instructional materials. However, despite the efforts of principals, the study found that the provision of adequate teaching resources remains a significant challenge. Insufficient access to relevant instructional materials such as textbooks, teaching aids, and technological tools impacts teachers' ability to deliver lessons effectively and hampers the learning process. In many schools, the instructional materials provided are outdated, in short supply, or misaligned with the curriculum.

As a result, teachers struggle to complete the syllabus on time, leading to delays in syllabus coverage. This not only compromises the quality of education but also places additional stress on teachers, who are forced to rush through lessons to meet the exam deadlines. The lack of proper instructional materials also affects students' learning outcomes, as teachers often have to improvise or adapt lessons to compensate for the material shortages. Consequently, students miss out on critical learning opportunities, which directly impacts their preparedness for the KCSE exams.

Inadequate resources lead to poor academic performance, diminished teacher and student morale, and ultimately lower exam results. The research confirmed that the provision of instructional materials is a key factor in improving teacher performance. The Pearson Product Moment Correlation Test analysis ($r(10) = 0.542$, $p = 0.017$, $r(10) = 0.595$, $p = 0.040$ at $\alpha = 0.05$) further validated this finding, demonstrating the significant role that instructional materials play in enhancing teachers' ability to teach effectively.

5.1.4 Principals' Supervisory Practices and Their Influence on Teachers' Job Performance

The research also explored the influence of principals' supervisory practices on teacher performance. It was found that principals who engage actively in supervising teachers have a significant impact on the quality of instruction and overall school performance. Effective supervision plays an essential role in monitoring teaching practices, ensuring the implementation of the curriculum, and fostering an environment conducive to professional development. Principals who offer regular feedback, conduct classroom observations, and provide continuous professional development opportunities help improve teachers' instructional practices. These practices lead to better classroom management, enhanced teaching methods, and increased teacher accountability, which, in turn, positively affects student outcomes.

Moreover, principals who regularly monitor student performance and collaborate with teachers to address performance gaps are more likely to see improvements in KCSE results. A data-driven approach to education, where instructional strategies are refined based on student performance, helps ensure that students' needs are met effectively. Principals who actively engage in supervision also contribute to the development of a school culture centered on excellence, where teachers feel supported and motivated to perform at their best. The Pearson Product Moment Correlation Test ($r(10) = 0.509$, $p = 0.029$, $r(10) = 0.534$, $p = 0.037$ at $\alpha = 0.05$) corroborated the findings, revealing a strong correlation between effective supervisory practices and improved teacher performance.

5.1.5 Principals' Motivation Practices and Their Influence on Teachers' Job Performance

The study also examined the impact of principals' motivation practices on teacher performance.

It found that motivational strategies are critical in enhancing teachers' job performance. However, in many schools, principals fail to create a motivating and supportive environment for their staff, which negatively affects teachers' engagement, job satisfaction, and overall performance. One significant issue identified was the lack of recognition and encouragement from principals. Teachers often feel undervalued due to the absence of acknowledgment for their hard work, leading to disengagement and demotivation. This lack of motivation results in reduced effort from teachers, particularly in terms of syllabus coverage, which in turn affects student performance. In contrast, schools where principals actively provide feedback, support professional development, and acknowledge teachers' efforts foster a more motivated and engaged workforce.

Motivated teachers are more likely to adopt innovative teaching methods, provide individual attention to students, and ensure comprehensive syllabus coverage, ultimately leading to improved student outcomes. The study's findings were supported by the Pearson Product Moment Correlation Test ($r(10) = 0.527$, $p = 0.025$, $r(10) = 0.544$, $p = 0.031$ at $\alpha = 0.05$), which demonstrated a strong correlation between principals' motivational practices and teachers' job performance. Teachers who feel supported and motivated are more likely to engage in professional development, exhibit enthusiasm in their teaching, and create positive learning environments, which enhances both teaching quality and student academic performance.

In conclusion, the study illustrates that while principals' practices in communication, instructional material provision, supervision, and motivation are crucial, there are systemic barriers that limit their effectiveness. However, when these practices are implemented properly and supported with adequate resources, they have a significant

positive impact on teachers' job performance and ultimately contribute to improved student outcomes in public secondary schools.

5.2 Conclusions

Based on the findings of the study, it is evident that many teachers struggle to complete the syllabus within the designated time frame, leading to lower academic performance among students in the Kenya Certificate of Secondary Education (KCSE) exams. This issue raises concerns regarding the effectiveness of the management practices of school principals. Despite principals employing various communication strategies such as an open-door policy, using multiple communication channels, and providing regular feedback, these measures have not resulted in significant improvements in teachers' performance regarding syllabus completion. As a result, students' academic performance remains subpar. Furthermore, instructional materials, which play a crucial role in enhancing teacher performance, are still insufficiently provided.

In addition to these communication strategies, principals are actively involved in supervisory roles, such as monitoring teaching methods, ensuring proper documentation by teachers, and tracking class attendance. These efforts have had some positive impact on the timely completion of the syllabus and have led to a slight improvement in academic outcomes. However, the study also highlights that teacher motivation is an essential factor in performance. Despite this, the motivational strategies employed by principals have largely been ineffective. Many principals fail to create a supportive and motivating environment for their teachers, which has a detrimental effect on teachers' job satisfaction, engagement, and overall performance.

5.3 Recommendations of the Study

The study proposes several recommendations aimed at improving practice, policy, and further research in the context of school management and teacher performance.

5.3.1 Recommendations for Practice

The study suggests the following practical measures:

- i. On communication practices, principals should adopt effective communication strategies that involve teachers in all decisions related to their teaching practices and school operations. This will help ensure better engagement and understanding among teachers, which could ultimately improve performance.
- ii. On provision of instructional materials, principals should collaborate with other stakeholders to secure adequate instructional materials for teachers. A well-stocked classroom is essential for effective teaching and, by extension, improved student performance.
- iii. On supervisory practices, principals should maintain and strengthen their supervisory roles, focusing specifically on enhancing teaching methods and the quality of instruction. Regular monitoring and support will improve the pedagogy, thereby boosting teacher performance.
- iv. On motivation practices, principals, in collaboration with the Ministry of Education, should allocate funds to provide teachers with both financial incentives and non-monetary rewards. By recognizing teachers' efforts and achievements, principals can foster a more motivating and supportive working environment.

5.3.2 Recommendations for Policy

The Ministry of Education is urged to continue providing regular professional development training for principals. Such training is crucial to ensure that school leaders are equipped with the necessary skills and knowledge to manage schools effectively and improve teacher performance.

5.3.3 Recommendations for Further Research

- i. A study should be conducted to explore how principals' management experience influences teachers' job performance in schools.
- ii. Research should also focus on examining how principals' attitudes toward teaching and learning impact teachers' performance.
- iii. Research be carried out to assess how teachers' attitudes toward their work affect their job performance, as this might provide insights into how motivation and engagement can be improved.



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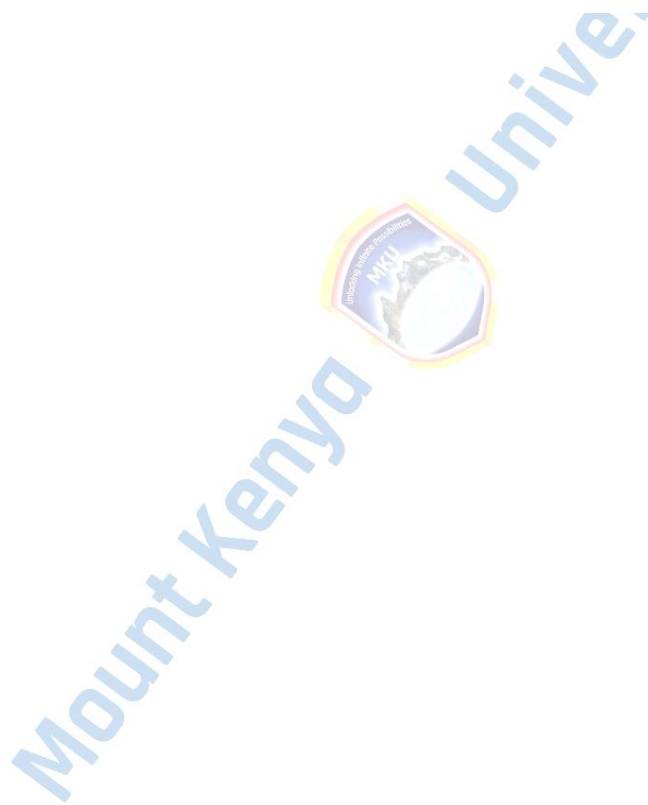
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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

May 2025

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am currently pursuing a Master of Education in Educational Administration, Leadership, and Management at Mount Kenya University. As part of my research assessment, I am conducting a study on the **Influence of Principals' Management Practices on Teachers' Job Performance in Public Secondary Schools in Tharaka South Sub-county, Tharaka Nithi County, Kenya**. You have been selected to participate in this research. I kindly request that you fully engage in the study. The information you provide will be used solely for academic purposes, and your identity will remain confidential in the final report. Should you wish, the findings of the study will be made available to you upon request.

Your assistance and co-operation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Grace Mitambo

APPENDIX III

QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS

Dear respondent,

Section A: Demographic Data

Instruction: Please tick against your most appropriate answer and fill the spaces provided.

1. Gender: Male [] Female []
2. Level of education: Diploma [] Degree [] Post-graduate []

Section B: Teachers' Job Performance in Public Secondary Schools

1. In a scale of 1-3, please rate how often you complete your syllabus
Often (3) [] Rarely (2) [] Never (1) []
2. Please, indicate the academic performance of your secondary school in KCSE examinations for the last five years (2020-2024)

Year of Examination	KCSE
2020	
2021	
2022	
2023	
2024	

3. In a scale of 1-3, please rate how often your students take part in co-curricular activities
Often (3) [] Rarely (2) [] Never (1) []

Section C: Principals' Communication Practices and Teachers' Job Performance in Public Secondary Schools

1. Please, rate how often your principal undertakes the following communication activities

Communication Practices	VO	O	S	R	N
Open-door policy					
Timely and transparent updates					
Use of different communication channels					

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

2. Rate the extent to which you agree with the statements on influence of principals' communication practices on your performance

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

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My principal encourages open-door policy of communication as a way of improving teacher performance					
2	In my secondary school, the principal provides timely and transparent information updates which has improved my performance					
3	My principal rarely engages teachers in designing effective communication channels which has made it difficult to share information and has thus, lowered my performance					
4	My principal encourages use of different communication channels which has improved my performance					
5	In my secondary school, the communication practices adopted by the principal has improved my performance					

Section D: Principals' Provision of Instructional Materials and Teachers' Job

Performance in Public Secondary Schools

1. Please, rate how often your principal ensures adequacy of instructional materials in your school

Provision of Instructional Materials	VO	O	S	R	N
Stationery and textbooks					
Teaching aids and revision materials					
Reference notes and question banks					

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

2. Rate the extent to which you agree with the following statements on the influence of your principal's provision of instructional materials on your performance

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My principal often ensures that I have adequate stationery and textbooks to support my classroom instruction activities which has improved my performance					
2	In my school, the principal rarely provides teaching aids which has negatively affected my performance					
3	My principal rarely provides revision materials as a way of improving my teaching activities and performance					
4	To improve my performance, the principals always ensure that I have enough reference notes and question banks for my students					
5	My principal rarely ensure that instructional materials are adequate which has not improved my performance					

**Section E: Principals' Supervisory Practices and Teachers' Job Performance
in Public Secondary Schools**

1. Please, rate how often your principal undertakes the following supervisory activities

Principals' Supervisory Practices	VO	O	S	R	N
Observing time management					
Assessing preparation of professional documents					
Supervision of participation in CCAs					

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

2. Rate the extent to which you agree with the statements on influence of principals' supervisory practices on your performance

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My principal rarely observes how I manage my time at school which has affected my performance					
2	My principal usually assesses my preparation of professional documents to improve my performance					
3	My principal often supervises the teaching methods I use in class which has helped improve my performance					
4	To improve my performance, the principal often supervises my participation in CCAs					
5	In my secondary school, the principal rarely provides feedback after supervision which has negatively affected my performance					

Section F: Principals' Motivation Practices and Teachers' Job Performance in Public Secondary Schools

- Please, rate how often your principal undertakes the following motivation activities

Principals' Motivation Activities	VO	O	S	R	N
Providing social and material rewards					
Offers opportunities for professional development					
Providing internal promotion opportunities					

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

- Rate the extent to which you agree with the following statements on the influence of principals' motivation practices on your performance

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my school, the principal often provides social and materials rewards to those who work hard which has improved my performance					
2	My principal rarely offers opportunities for professional development as a way of improving my performance					
3	To improve my performance, my principal always offers me with internal promotion opportunities					
4	My performance has not improved despite my principals' reward system					

Thank you, Grace Mitambo

APPENDIX IV
INTERVIEW GUIDE FOR PRINCIPALS

Dear respondent,

Section A: Demographic Information

1. Gender:.....
2. What is the highest level of education?.....

Section B: Teachers' Job Performance in Public Secondary Schools

1. How often do teachers in your secondary school complete their syllabus?
2. What has been the academic performance of students in your secondary school in KCSE examinations for the last five years (2019-2023)?
3. How often do students in your school take part in co-curricular activities?

Section C: Principals' Communication Practices and Teachers' Job Performance in Public Secondary Schools

1. How often do you adopt different communication practices to share information with teachers, students, support staff and other stakeholders?
2. How have your communication practices influence teachers' job performance in your school?

Section D: Principals' Provision of Instructional Materials and Teachers' Job Performance in Public Secondary Schools

1. What are some of the instructional materials available in your school?
2. What is the level of adequacy of instructional materials in your school?
3. To what extent has your provision of instructional materials influenced teachers' job performance in your school?

Section E: Principals' Supervisory Practices and Teachers' Job Performance in Public Secondary Schools

1. How often do you supervise teachers' pedagogical activities in your school?

2. What is the influence of your supervisory practices on teachers' job performance in your school?

Section F: Principals' Motivation Practices and Teachers' Job Performance in

Public Secondary Schools

1. How often do you motivate staff in your school?
2. What is the influence of your motivation practices on performance of teachers in your school?

Thank you,

Grace Mitambo



APPENDIX V
INTERVIEW GUIDE FOR CHAIRS OF SCHOOL BOARD OF
MANAGEMENT

Dear respondent,

Section A: Demographic Information

1. Gender:.....
2. What is the highest level of education?.....

Section B: Teachers' Job Performance in Public Secondary Schools

1. How often do teachers in your secondary school complete their syllabus?
2. What has been the academic performance of students in your secondary school in KCSE examinations for the last five years (2019-2023)?
3. How often do students in your school take part in co-curricular activities?

Section C: Principals' Communication Practices and Teachers' Job Performance in Public Secondary Schools

1. How often does your principal adopt different communication practices to share information with teachers, students, support staff and other stakeholders?
2. How have communication practices adopted by your principal influence teachers' job performance in your school?

Section D: Principals' Provision of Instructional Materials and Teachers' Job Performance in Public Secondary Schools

1. What are some of the instructional materials available in your school?
2. What is the level of adequacy of instructional materials in your school?
3. To what extent has provision of instructional materials by your principal influenced teachers' job performance in your school?

**Section E: Principals' Supervisory Practices and Teachers' Job Performance
in Public Secondary Schools**

1. How often does your principal supervise teachers' pedagogical activities in your school?
2. What is the influence of your principal's supervisory practices on teachers' job performance in your school?

**Section F: Principals' Motivation Practices and Teachers' Job Performance in
Public Secondary Schools**

1. How often does your principal motivate staff in your school?
2. What is the influence of your principal's motivation practices on performance of teachers in your school?

Thank you,

Grace Mitambo



APPENDIX VI

INTERVIEW GUIDE FOR THE SUB-COUNTY DIRECTORS OF EDUCATION

Dear respondent,

Section A: Demographic Information

1. Gender:.....
2. What is the highest level of education?.....

Section B: Teachers’ Job Performance in Public Secondary Schools

1. How often do teachers in public secondary schools in your district complete their syllabus?
2. What has been the academic performance of students in public secondary schools in your district in national examinations for the last five years (2015-2019)?
3. How often do students in public secondary schools in your sub-county take part in co-curricular activities?

Section C: Principals’ Communication Practices and Teachers’ Job Performance in Public Secondary Schools

1. How often do you adopt different communication practices to share information with teachers, students, support staff and other stakeholders?
2. How have your communication practices influence teachers’ job performance in your school?

Section D: Principals’ Provision of Instructional Materials and Teachers’ Job Performance in Public Secondary Schools

1. What are some of the instructional materials available in public secondary schools in your sub-county?
2. What is the level of adequacy of instructional materials in public secondary schools in your sub-county?

3. To what extent has principals' provision of instructional materials influenced teachers' job performance in public secondary schools in your sub-county?

**Section E: Principals' Supervisory Practices and Teachers' Job Performance
in Public Secondary Schools**

1. How often do principals supervise teachers' pedagogical activities in public secondary schools in your sub-county?
2. What is the influence of principals' supervisory practices on teachers' job performance in public secondary schools in your sub-county?

**Section F: Principals' Motivation Practices and Teachers' Job Performance in
Public Secondary Schools**

1. How often do you motivate staff in your school?
2. What is the influence of principals' motivation practices on performance of teachers in public secondary schools in your sub-county?

Thank you,

Grace Mitambo

APPENDIX VII

ETHICAL CLEARANCE FROM MOUNT KENYA UNIVERSITY



REF: MKU/ISERC/5104
TO: GRACE MITAMBO

Date: 19 May 2025

REG: MED/2023/51315

Dear Sir/Madam,

RE: INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN THARAKA SOUTH SUB-COUNTY, THARAKA NITHI COUNTY, KENYA

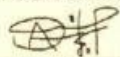
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3826**. The approval period is **19/05/2025 - 18/05/2026**.

This approval is subject to compliance with the following requirements;

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

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

Yours sincerely,



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



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



DIRECTORATE OF GRADUATE STUDIES

MED/2023/51315

19th May, 2025

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

Dear Sir/Madam,

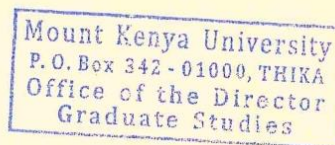
RE: GRACE MITAMBO – REGISTRATION NO. MED/2023/51315

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

The title of the research is “Influence of Principals’ Management Practices on Teachers’ Job Performance in Public Secondary Schools in Tharaka South Sub- County, Tharaka Nithi County, Kenya.” It has been cleared by the University’s Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between May, 2025 and July, 2025.

Any assistance accorded to the student will be highly appreciated.

Thank you.



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

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

 <p style="text-align: center;">REPUBLIC OF KENYA</p> <p>Ref No: 339912</p> <p style="text-align: center;">RESEARCH LICENSE</p> <div style="text-align: center;"></div> <p style="text-align: center;">Applicant Identification Number 339912</p>	 <p style="text-align: center;">NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p> <p style="text-align: right;">Date of Issue: 10/June/2025</p> <p style="text-align: center;">Verification QR Code</p> <div style="text-align: center;"></div>
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p> <p style="text-align: center;">See overleaf for conditions</p>	

APPENDIX X

**RESEARCH AUTHORIZATION LETTER FROM COUNTY COMMISSIONER,
THARAKA NITHI**



**REPUBLIC OF KENYA
OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION**

Telegrams: "DISTRICTER", Chuka
Telephone: Chuka 630005
Fax No. 630356
Email: cctharakanithi@gmail.com
While replying please quote

COUNTY COMMISSIONER
THARAKA NITHI COUNTY
P.O. BOX 22 - 60406
KATHWANA

REF TNC/ED/2 VOL.II/56

12th June, 2025

Deputy County Commissioner
THARAKA SOUTH

**RESEARCH AUTHORISATION GRACE KANANU MITAMBO OF MOUNT KENYA UNIVERSITY
(MERU BRANCH)**

This is to confirm that the above mentioned has been granted authority to carry out research in Tharaka South Sub County on the topic: **INFLUENCE OF PRINCIPAL'S MANAGEMENT PRACTICES ON TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN THARAKA SOUTH SUB COUNTY, Tharaka Nithi County, Kenya** for the period ending: 10/June/2026.

This is therefore to request you to support his visit to your area and also inform officers under your jurisdiction



PP 
David K. Gitonga
County Commissioner
THARAKA NITHI

APPENDIX XI

RESEARCH AUTHORIZATION LETTER FROM COUNTY DIRECTOR OF
EDUCATION, THARAKA NITHI



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "Elimu", Chuka
Telephone: Chuka 630353
FAX: 064 630166
Email: tharakanithicountyedu@gmail.com
When replying please quote:

COUNTY DIRECTOR OF EDUCATION
THARAKA NITHI
P.O. BOX 113-60400
CHUKA.

TNC/ED/RA/GEN/129/105

12TH JUNE , 2025

Ms. Grace Kananu Mitambo
MOUNT KENYA UNIVERSITY


RE: RESEARCH AUTHORIZATION FOR MS. GRACE KANANU MITAMBO

I am pleased to inform you that you have been authorized to undertake research on *Influence of Principals' management Practices on Teachers' Job Performance in Public Secondary Schools in Tharaka South Sub County, Tharaka Nithi County, Kenya* for the period ending: **10/JUNE/2026**.

On completion of the research, you are expected to give a hard copy and soft copy of the research report/thesis to this office.

The research Authorization is granted according to all existing rules and regulations in force from time to time and observance of Covid-19 Guidelines and protocols as recommended by the relevant government MDAs.

Good luck!


Bridget Wambua (Mrs)
County Director of Education
THARAKA NITHI

County Director of Education
Tharaka - Nithi
P. O. Box 113 - 60400,
Chuka

APPENDIX XII
RESEARCH AUTHORIZATION LETTER FROM COUNTY GOVERNMENT
OF THARAKA NITHI



COUNTY GOVERNMENT OF THARAKA NITHI
OFFICE OF THE COUNTY SECRETARY

Email: info@tharakanithi.go.ke

Tel: 0800 720 370

P.O. BOX 10, 60406

KATHWANA

REF: TNC/CS/OG/VOL.1/204

DATE 12th June, 2025

Grace Kananu Mitambo
P O Box 46 60215
Marimanti - Kenya

Dear Grace,

RE: REQUEST FOR RESEARCH AUTHORIZATION

Reference is made to your letter on the above referenced subject.

Authority is hereby granted to you to carry out research in Tharaka South Sub County in Tharaka Nithi County in relation to your study on; ***Influence of Principals' Management Practices on Teachers' Job Performance in Public Secondary Schools.***

To this effect you are required to adhere to all the rules and regulations set by the National Commission for Science and Technology and Innovation (NACOSTI). Upon completion of your research, you will be required to share a copy of your report to this office for reference.

Wishing you all the best as you undertake your research in Tharaka Nithi County.

Yours Sincerely,

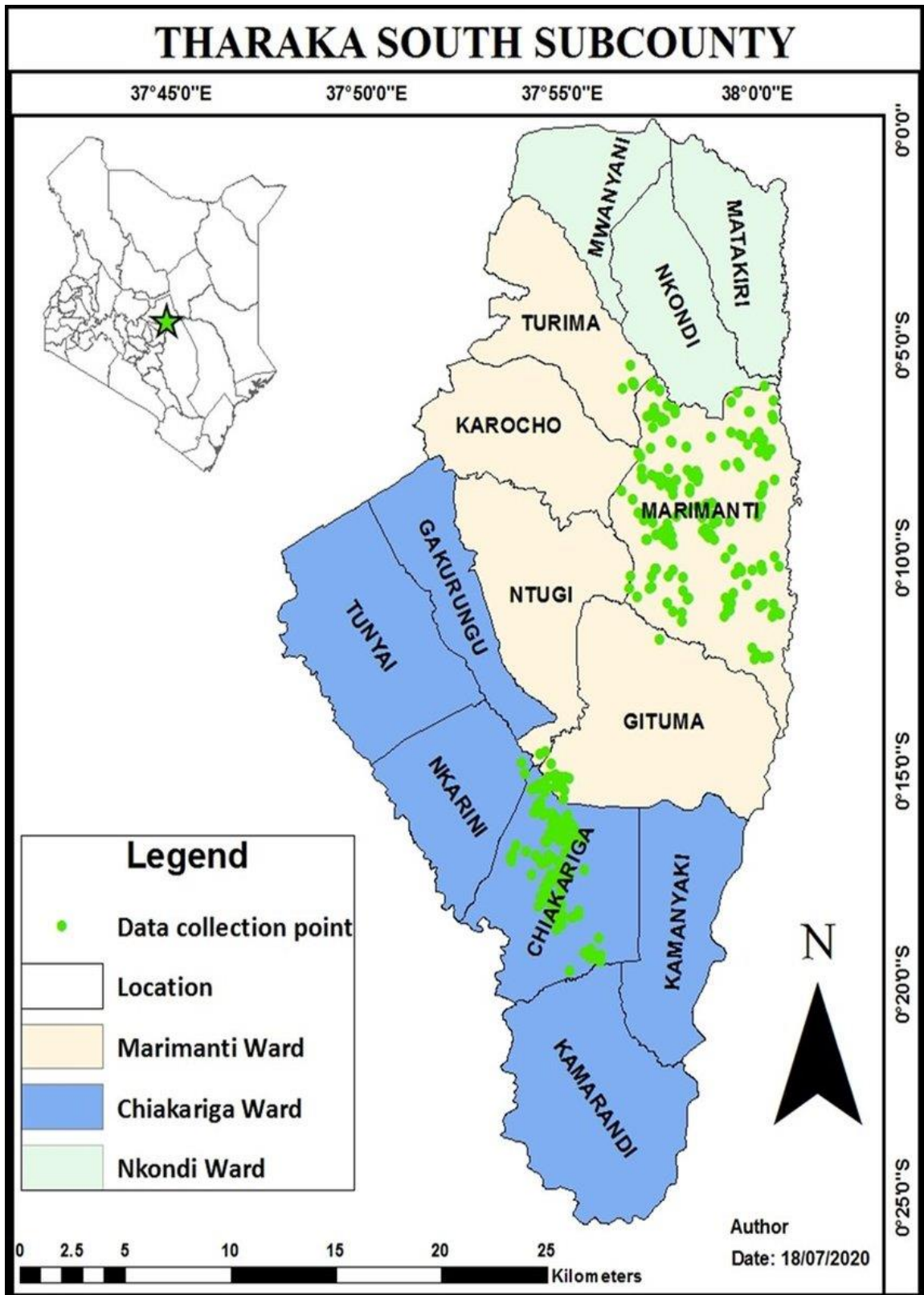
Alex M. Muratha
County Secretary and Head of Public Service
CC.



1. H.E. The Governor

APPENDIX XIII

THE MAP OF THARAKA SOUTH SUB-COUNTY



Source: IEBC (2012)

APPENDIX XIV

TURNITIN SIMILARITY INDEX REPORT

**INFLUENCE OF PRINCIPALS'
MANAGEMENT PRACTICES ON
TEACHERS' JOB PERFORMANCE
IN PUBLIC SECONDARY
SCHOOLS IN THARAKA SOUTH
SUB-COUNTY, THARAKA NITHI
COUNTY, KENYA**

by Grace Kananu Mitambo

Submission date: 10-Jul-2025 10:04AM (UTC+0300)

Submission ID: 2712779972

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INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN THARAKA SOUTH SUB-COUNTY, THARAKA NITHI COUNTY, KENYA

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