

**INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON TEACHERS
JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KESSES SUB
COUNTY, UASIN GISHU COUNTY**

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DECLARATION AND APPROVAL

Declaration

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

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Approval

This project is being submitted for examination with our approval as University supervisor.

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DEDICATION

I dedicate this work to my late Dad for educational foundation he bestowed on me and my Son Ansel, as a blissful life inspiration.



ACKNOWLEDGEMENT

I thank God for granting me a chance to realize my academic aspirations. Secondly, extend my appreciation to Mount Kenya University School of education Eldoret Campus lecturers for their unwavering support during my class work. Thirdly, my gratitude is extended to all my anonymous respondents. Last but not least am indebted to my Supervisor Dr. Kikechi for his relentless support throughout my work.



ABSTRACT

Teachers Job Performance in Kesses is Several nations exhibiting low human development indices have disorganized and unstructured educational systems linked with undesirable academic outcomes which negatively influence teachers' job performance. neither spared since it is in a region with low human development indicators as exhibited by least academic performance of all the other 5 sub counties. Teacher's job performance is highly influenced by industrial disruptions, social economic factors and administrators' leadership decision making skills which may impact teacher turnover. Incase such disruptive forces are mismanaged by school Principals, teacher's work output and student academic excellence will remain as mirage. Therefore the present study examined how Principals Management Practices influenced Teachers' Job Performance in public secondary schools in Kesses Sub County. Specifically the study examined; influence of Principals' Conflict Management, Principals' Motivation, Principals' Teacher Professional Development and Principals' Communication Practices on teachers' job performance. The study was anchored on Goal Setting and Abraham Maslow's Hierarchy of Needs theories aligned to the descriptive survey design using a target population of 251 individuals from 42 public secondary schools composed of 207 teachers, 42 Principals and 2 directors of education. Simple random and stratified samplings were used to obtain a sample size of 176 respondents while purposive sampling was used to identify the two directors of education. Pilot testing of questionnaire and interview guide was done to test for reliability and validity prior to actual data collection where the piloted respondents were excluded from the main study. Data was collected using interview guides for the County Director and Principals while open ended questionnaires were used to collect data from teachers. Qualitative data was analyzed after coding through content and thematic analysis while quantitative data was analyzed using MS Excel and Statistical Package for Social Sciences version 25 (SPSS). Rigorous statistical tests were done to test the hypothesis using Pearson Product Moment correlation, Analysis of Variance (ANOVA), and Multiple Linear Regression at 95% level of confidence. Correlation results showed that the entire hypotheses were rejected because a strong positive relation was exhibited between all the independent and dependent variables. On Principals Conflict Management Strategies $r(168) = 0.736$, $P = 0.000 < 0.05$, on Principals Motivation Strategies $r(168) = 0.711$, $P = 0.000 < 0.05$, on Principals Teacher Professional Development Strategies $r(168) = 0.567$, $P = 0.000 < 0.05$ and on Principals Communication Strategy $r(168) = 0.739$, $P < 0.000$. Analysed results of Multiple linear regression analysis showed that Principal Conflict Management Strategy ($\beta = .428$, $p = 0.000 < 0.05$) had the highest influence. The finding implies that where best conflict intervention mechanisms are applied the schools may experience better Teacher Job Performance. However Professional development had the least negative influence ($\beta = -0.156$, $p = 0.037 < 0.05$) which means that changes in Professional development are likely to lower teacher effectiveness. The study concluded that Principal Conflict Management strategies influence Teacher Job Performance. Lastly the study made recommendation that the ministry of education should provide ICT infrastructure in all schools with internet connectivity to facilitate teacher communication and Professional development programs.

TABLE OF CONTENTS

DEDICATION.....	ii
ACKNOWLEDGEMENT.....	iii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	x
LIST OF FIGURES.....	xii
ABBREVIATIONS AND ACRONYMS.....	xiii
CHAPTER ONE: INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background of The Study.....	1
1.2 Statement of The Problem.....	5
1.3 Purpose of The Study.....	7
1.4 Study Objectives.....	8
1.5 Research Hypothesis.....	8
1.6 Justification of The Study.....	8
1.7 Significance of The Study.....	9
1.8 Scope of The Study.....	9
1.9 Limitation of The Study.....	9
1.10 Delimitation of The Study.....	10
1.11 Assumptions of The Study.....	10
1.12 Operational Definition of Key Terms.....	10
CHAPTER TWO: LITERATURE REVIEW.....	12

2.0 Introduction	12
2.1 Empirical Literature	12
2.1.1 Teachers' Job Performance	12
2.1.2 Principals' Conflict Management Practices and Teachers' Job Performance.....	15
2.1.3 Principals' Motivation Practices and Teachers' Job Performance.....	20
2.1.4 Principals' Teacher Professional Development Practices and Teachers' Job Performance	23
2.1.5 Principals' Communication Practices and Teachers' Job Performance.....	26
2.2 Theoretical Literature.....	29
2.2.1 Goal Setting Theory	29
2.2.2 Abraham Maslow's' Hierarchy of Needs Theory.....	29
2.2.3 Theoretical Framework	31
2.3 Conceptual Framework	31
2.4 Summary of Literature	32
CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN.....	33
3.0 Introduction	33
3.1 Research Design.....	33
3.2 Location of The Study.....	34
3.3 Target Population	34
3.4 Sampling Procedure and Sample Size.....	34
3.5 Research Instruments	35
3.5.1 Questionnaires.....	36
3.5.2 Interview Guide.....	36
3.6 Piloting Research Instruments.....	36
3.7 Testing for Reliability and Validity	37

3.8 Data Collection Methods and Procedures	37
3.9 Data Analysis Procedures	38
3.9.1 Qualitative data	38
3.9.2 Quantitative data analysis.....	38
3.12 Ethical Consideration	39
CHAPTER FOUR: DATA ANALYSIS, PRESENTATIONS AND INTERPRETATIONS.	39
4.1 Introduction	39
4.1.1 Response Rate	40
4.2 Bio Data.....	40
4.2.1 Gender of Responses	41
4.2.2 Age of Respondents	41
4.2.3 Comparison of Gender and Age.....	42
4.2.4 Educational Level.....	42
4.2.5 Work Experience of Respondents	43
4.3 Influence of Principals' Conflict Management Strategy and Teacher Job Performance.	44
4.3.1 Hypothesis Testing.....	46
4.3.2 Qualitative Findings on Principal Conflict Management Practices and Teacher Job Performance.	47
4.4 Influence of Principals' Motivation Strategy on Teacher Job Performance.	48
4.4.1 Hypothesis Testing.....	50
4.4.2 Qualitative Findings on Principal Motivation Strategy and Teacher Job Performance.	51
4.5 Influence of Principals' Professional Development Strategy on Teacher Job Performance.	52
4.5.1 Hypothesis testing	55

4.5.2 Qualitative Findings on Principal Professional Development Strategy and Teacher Job Performance.	56
4.6 Influence of Principals' Communication Strategy on Teacher Job Performance.	56
4.6.1 Hypothesis Testing.....	59
4.6.2 Qualitative Findings on Principal Communication Strategy and Teacher Job Performance.	60
4.7 Teachers' Job Performance	61
4.8 Regression Analysis	63
4.8.2 Analysis of Variance (ANOVA)	63
4.8.3 Coefficients of Correlation.....	64
5.1 Introduction	66
5.2 Summary of The Study	66
5.3 Summary of the Findings	66
5.4 Conclusion.....	67
5.5 Recommendation.....	69
5.4.1 Recommendations for Practice.....	70
5.4.2 Recommendations for Practice.....	70
5.4.3 Recommendations for other Educational Stakeholders	70
5.5 Suggestion For Further Research	70
REFERENCES.....	71
APPENDICES.....	85
Appendix 1: Letter of Introduction	85
Appendix 1.1: Research Consent Form	86
Appendix 1.2: Interview Guide for Principals	87
Section A: Principal Demographic Information.....	87
Section B: Conflict Management	87

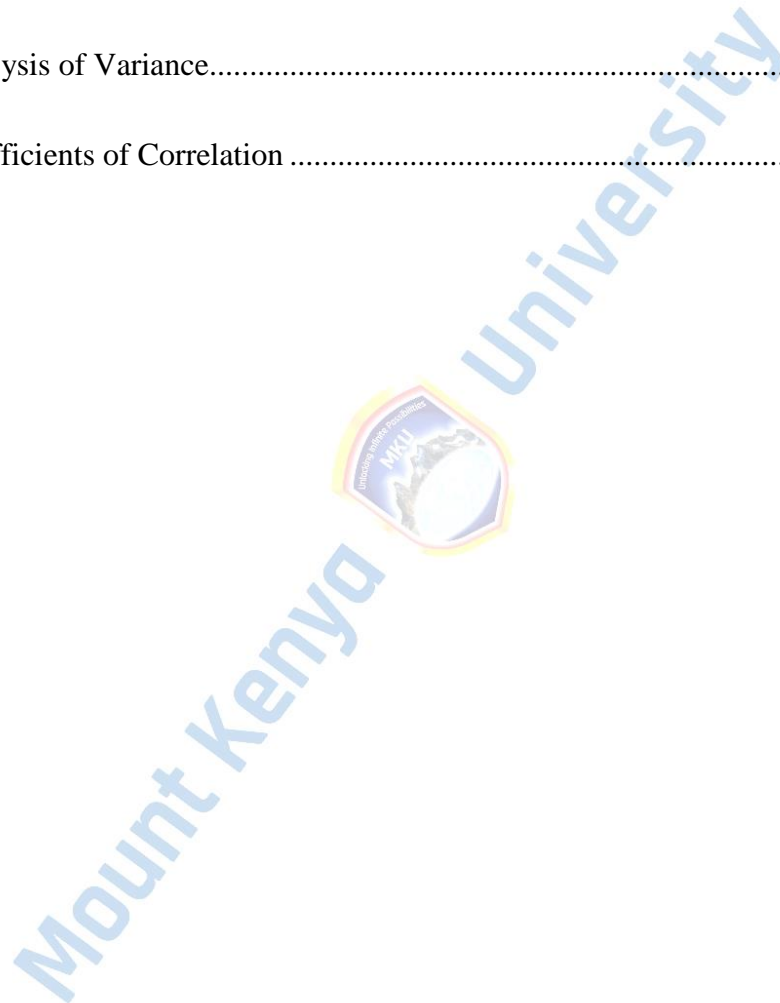
Section C: Motivation Practices	88
Section D: Professional Development.....	88
Section E: Communication.....	89
Appendix 1.3: Questionnaire for Teachers	90
Part A: Demographic Information.....	90
Part B: Principals Management Practices	91
Appendix 3: Introduction Letter.....	97
Appendix 4: Research Permit.....	98



LIST OF TABLES

Table 1.2.0: Comparative 5 Years KCSE Performance for Uasin Gishu County	6
Table 3.5.0: Population Identification	34
Table 2.6.0: Sample Size Matrix.....	35
Table 4.1.1: Response Rate.....	40
Table 4.2.1: Gender of Respondents.....	41
Table 4.2.2: Ages of Respondents	41
Table 4.2.3: Comparison of Gender and Age	42
Table 4.2.4: Respondents Education Levels	43
Table 4.2.5: Work Experience of Respondents	43
Table 4.3.0: Influence of Principals' Conflict Management Strategy and Teacher Job Performance.....	44
Table 4.3.1: Correlation between Principal Conflict Management Strategy and Teacher Job Performance	46
Table 4.4.0: Influence of Principals' Motivation Strategy on Teacher Job Performance.....	48
Table 4.4.1: Correlation between Principal motivation Strategy and Teacher Job Performance	50
Table 4.5.0: Influence of Principals' Professional Development Strategy on Teacher Job Performance.....	52
Table 4.5.1: Correlation between Principal Professional Development Strategy and Teacher Job Performance.....	55

Table 4.6.0: Principals' Communication Strategy on Teacher Job Performance.....	57
Table 4.6.1: Correlation between Principal Communication Strategy and Teacher Job Performance	59
Table 4.7: Teacher Job Performance	61
Table 4.8.1: Regression Analysis Model Summary.....	63
Table 4.8.2: Analysis of Variance.....	63
Table 4.8.3: Coefficients of Correlation	64



LIST OF FIGURES

Figure 2.1 Conceptual Framework	32
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ABBREVIATIONS AND ACRONYMS

KCPE:	Kenya Certificate of Primary Education
KCSE:	Kenya Certificate of Secondary Education
STEM:	Science, Technology and Mathematics
TPAD:	Teacher Professional Assessment and Development
TPD:	Teacher Professional Development
ICT:	Information, Communication and Technology
A.I:	Artificial Intelligence
UNESCO:	United Nations Educational Scientific and Cultural Organization
ANOVA:	Analysis of Variance



Mount Kenya University

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter is lays out the foundational pillar for the study by discussing the background, statement of problem, purpose, objectives of the study, hypotheses, justification, significance, imminent limitations, delimitations, scope and meaning to operational terms within the study.

1.1 Background of The Study

Millennial development goals in most countries focused on improving the literacy levels of their citizens. In retrospect teacher job performance was set as a priority because teachers are the frontline solders in curriculum implementation for better academic outcomes. However like other marginalized parts of the country, Kesses Sub County has continuously experienced poor academic out comes despite having well trained teachers. Education can be formal, informal and semi structured depending on the needs of the country, though some countries may be devoid of a meaningful educational system. Nonetheless since education lays a solid foundational pillar for economic, social and cultural setting of a nation, governments cannot afford to undervalue the efficiency and effectiveness of its teachers (Hallworth, 2024).

Globally, most developed nations through generations have built organized educational system which feed their labor market supply requirements that supports productivity and wealth creation (Anand et al., 2023). For instance a comparative study between Japanese and Finnish children centered education learning approaches indicate a high correlation between teacher centered and learner centered approaches which has continuously contributed to exemplary teacher –learner performance (Pakarinen et al., 2024).Intriguingly the two countries are leaders in technological advancement with Japan leading in automotive and electronic novelty while Finland is a global role model in modern agricultural techniques espoused in her novel agro-based research. However behind the successes of an educational system are the less recognized front line solders in curriculum implementation. On the frontline are teachers whose role has been overshadowed by Principals and school boards of management. Therefore since that the overall educational outcomes such as academic performance draw a lot interest from educational stakeholders, teachers are bound to face a lot of criticism over their job

performance (Peddell et al., 2020). Coincidentally teachers in their pursuit of professional success they experience increased stress levels, depression and a sense of hopelessness. Additionally they may face conflicts, stagnation in career progression, demotivation and restrictions in communication modalities. Therefore to examine Teacher Job Performance Principals' Conflict Management Strategies, Motivation Practices, Teacher Professional Development Practices and Communication Practices are worth investigating. Evidently a poor working environment for teachers may limit a nation from enjoying the gains of an educational system such as high skilled labor. Teacher job performance is described variously as characterized by the ability to control classrooms, effectively assess learners, timely lesson attendance, minimal absenteeism and effectiveness in syllabus coverage.

A study was carried out in Wales to establish how commitment to an organization influenced managerial practices (Van Waeyenberg et al., 2022). Findings showed that when senior managers clearly articulated and communicated the plans of the organization performance significantly improved. Through education the challenges of illiteracy, poverty, retrogressive cultures, crime and low economic growth can be addressed if the teaching and learning environment is conducive. Therefore, school administrators are mandated to ensure that schools attain their core mandate of nurturing learners to pursue their dream careers by deploying sound management practices. Even though school administrators lay strategy for curriculum implementation, they must ensure that teachers effectively contribute to quality academic outcomes.

According to Linero-Racines et al., (2023) school administrators' should foster community liaison, consensus building ,role delegation and effective communication in the education sector. According to the study that was undertaken in Columbia by building consensus and communicating effectively, Principals have contributed to improvement in teacher Performance for many decades. Therefore, for effective teaching the school Principals should possess appropriate skills such as managing conflict, motivating teachers, promoting teacher professional development and using good communication practices. In retrospect recent research confirm that teachers' performance and students' academic performance standards are deteriorating. The shortcomings are as reflected by learners incompetence's in performing simple numerical operations, inability to effectively communicate and construct sentences (UNESCO 2021). According to the study, this global trend described as a global learning

crisis is experienced in both developed and less developed countries.

Moreover findings have shown that learners in several middle income and low income countries are the most affected with over 60% of the students are reported to have inadequate capabilities (Sales et al., 2023). Nonetheless despite the global challenges, a growing demand for quality education by the governments and parents continue to exert pressure on school Principals to deliver in curriculum implementation for better academic outcomes. Additionally, the global quest for Industry 4 revolution fuelled by Artificial Intelligence (A.I) technology is raising the bar for the teachers' job performance, a gap which can be addressed through acquisition of IT skills. (Fontillas & Cabal, 2023).

In the Philippines Bouchamma et al., (2019) sought to establish how teachers work performance was impacted by how School administrators were professionally managing them. Findings of the study established that Principals who supported professional development of their teachers ended up having a robust teaching workforce that infused digital technology skills in learners after building teacher ICT capacity (Bouchamma et al., 2019).

In the United Kingdom the centrality of the Principal in managing the school is demonstrated as key in improving Teacher Job Performance and the overall school progress (Bartanen, 2020). Results of Bartanen (2020) relating to Principals' quality and student school attendance revealed that Principals in schools add value to teachers job performance by minimizing absenteeism levels of students and teachers . According to the study controlling absenteeism improves teachers job effectiveness from 25th to 75th percentile which is depicted in improved student academic test scores and teachers completion of the syllabus on time.

A Total Quality Management practices investigation on teacher's work capabilities, emphasized the need for school Principals to leverage on sound information Practices, teacher professional development, teamwork and improvement of teacher remuneration to improve Teacher Job Performance (El-Kassem, 2023). At the forefront in supporting robust Principals management practices is the Qatar government which has enshrined the role of the effective teachers in their Qatar National Vision 2030(Vision 2030). Notably the study finds that teachers' involvement in decision making significantly boosts teachers' morale which results in optimal teachers' job performance. Chiedozie, (2020) in Nigeria carried out a study in Anambra State to establish impact of

quality managerial approaches and teachers teaching capabilities. Among the factors of study was Principals role in integrating teachers during decision making. As a factor, decision making was investigated on how it impacted admission of learners, assessment, parental involvement, learner discipline and school routine. Findings indicated that school Principals' role was important in both distancing and incorporating teachers' views during decision making process. Supportively the result showed that whenever teachers were involved in decision making, they become more effective.

Saine et al.,(2023) established that most public secondary schools in Gambia reported positive academic outcomes because Principals offered subsidized housing which promoted more learning hours. Similarly Redeemer (2019) in Uganda finds that though digital literacy supported learning during holidays free of monitoring, the present classroom learning requires strong Principal supervision so that the teachers are effective in their duties. However strict teacher supervision by Principals should be deployed judiciously since it may result in detrimental effects such as teacher apathy, high turnover and absenteeism. In support of the role of school Principals management practice effectiveness, Emanuel & Mwila (2023) establish that best Principal management practices in Tanzania receive negative perception among teachers which may contribute to teachers' underperformance. Negative perception of Principal management practice was due to the strict monitoring and authoritarian leadership style. Locally, Teacher Job Performance has been put to test because the Kenya Certificate of Secondary Education(KCSE) results have been oscillating between above average to worse occasioning conflict between parents and school administrators (Jepchirchir, 2023). Occasionally teacher's job performance has been questioned by learners who usually resort to strikes while their emotionally freight the teaching fraternity forcefully from the schools. In a study that Juma et al., (2023) conducted about Performance reward practices and teachers job commitment in Teso North Public secondary schools, it was established that teachers became more committed to TPAD process when best managerial practices like rewarding were applied. Through TPAD teachers are continuously evaluated in various competency areas on to evaluate achievement rates in set performance targets. Meeting such targets usually indicates an improvement in their teaching job performance. However poor national examination outcomes contradict their findings since despite the use of TPAD tool, Teachers Job Performance is still deteriorating in several schools within Teso North sub – county.

Basing on the foregoing discussion this study bridges the knowledge and contextual gaps by examining Principals Management Practices and Teachers Job Performance. Furthermore the study will utilize the theories of Goal Setting and Abraham Maslow's Hierarchy of Needs to make deductive justification of the Problem. Goal Setting theory supports setting of higher SMART goals for the workers which leads to improved performance (Locke & Latham, 2019). Concurrently through Abraham Maslow's Hierarchy of Needs theory it will be possible to understand how Principals actions such as supporting teachers to meet their needs such as basic Physiological needs can inspire teachers to improve in their job performance. The specific variables in this study will be Principals Conflict Management Practices (PCMP), Principals' Teacher Motivation Practices (PTMP), Principals' Teacher Professional Development practices (PTMP) and Principals Communication Practices (PCP) while Teachers Job Performance (TJP) as the dependent variable will be measured by performance of learners in KCSE, performance in internal assessments and transition rates.

1.2 Statement of The Problem

As a noble profession teaching contributes to labor market supply needs which solidify a country's political, economic and social-cultural fabric. Consequently in light of the immense benefits of a functional educational system, it is important that teachers effectively deliver in their mandate of curriculum implementation. Effective teachers contribute to improved learner academic performance, robust student discipline and enhanced co-curricular excellence. However despite the immense benefits of effective teaching teacher job performance continuously deteriorate as evidenced by ineffectiveness in classroom management, poor assessment and evaluation, unattended lessons, lateness in reporting to school, and poor syllabus coverage. Coincidentally the aforementioned undesirable academic outcomes are under the school Principals purview. As the chief administrator the Principal should ensure that teachers enjoy conflict free environment, are motivated, engage in professional development, adopt an efficient communication system and access adequate teaching resources for curriculum implementation. However to a greater extend teachers in Kesses Sub- County demonstrate a failure in meeting minimum teacher performance standards.

A study conducted by Okatch (2022) established that majority of teachers 64.2% are dissatisfied with their working conditions, 61.1% were dissatisfied with professional

appraisal system and 55% perceived teacher motivation packages as unsatisfactory . Moreover similar sentiments demonstrate that whenever school Principals relent on supporting Teacher Job Performance teachers become exposed to negligence duty which contributes to school unrests (Karimi, 2023). Within Kesses sub-county absenteeism reached chronic levels a situation that prompted some school Principals to install biometric time readers to monitor teacher school attendance. Despite the Principal's frantic management efforts, teaching outcomes continue to deteriorate a situation that has prompted Sub County and County Directors' intervention. (TSC Kesses Sub County, 2024).

By creating a cordial working environment within schools, the school administration is able to empower the entire education system and leverage teacher job performance. Working in distressing environments is the main cause of teacher apathy, missing lessons, not covering syllabus on time and engaging in chronic absenteeism which contributes to poor teacher job performance (*TSC Annual Report, 2021*). Furthermore the report indicates that more than 83b teachers have been deregistered due to chronic absenteeism which contravenes teacher's code of regulation. Therefore the perennial poor academic performance may be attributed to teachers' job underperformance in Kesses. Comparatively according to the Ministry of Education Kesses Sub-County report indicates that academic performance within the Sub-County remains suboptimal in comparison to the other 5 Sub-Counties (*Education report 2023*). Moreover, teachers within Kesses Sub-County experience high levels of dissatisfaction characterized by unending high teacher turnover rates, teacher-administrator conflicts and extreme student indiscipline cases. Basing on the foregoing negative effects in teacher job performance, it becomes imperative to examine how principal management practices influence teacher performance.

Moreover, since no study has been undertaken in Kesses Sub County to establish the forces influencing teacher performance, this study seeks to fill the eminent gap. Overall performance of public secondary schools for a 5 year period is as shown in the table 1.2.0:

Table 1.2.0: Comparative 5 Years KCSE Performance for Uasin Gishu County

Year	2019	2020	2021	2022	2023
Kesses	3.274	3.849	3.380	3.377	2.889
Ainabkoi	4.913	4.872	4.005	4.451	4.000
Turbo	3.706	3.842	3.977	3.936	3.977
Kapseret	3.578	3.018	2.945	3.534	2.945
Soy	3.910	3.691	3.964	3.902	3.964
Moiben	3.502	3.921	3.242	3.982	3.242

Comparatively from the summary statistics, Kesses Sub County trails the other sub counties in KCSE performance. According to TSC Sub County academic reports poor academic performance within the sub county public schools may be attributed to poor social economic status of most families and family setups. Most of the population is from the forest dwelling communities that value forest livelihood than education. Parents from the Ogiek community, a native tribe of the Nearby Cherus forest survive on honey gathering and subsistence farming which forces them to keep their children for cheap labor. Secondly the community was evicted from the forest which resulted in the loss of their livelihoods making them poorer without the ability to provide basic needs for their learners. Thirdly most of the schools are new and struggling with scarce resources such as meals. Most of the day schools hardly get the right numbers of students once they break for lunch which compromises the quality of the afternoon classes. Fourth Kesses Sub County public secondary schools are understaffed because teachers prefer urban settings with adequate social amenities which are lacking in Kesses.

1.3 Purpose of The Study

This study sought to investigate how Principals' Management Practices influenced Teachers Job Performance in Public Secondary schools in Kesses Sub- County.

1.4 Study Objectives

- (i). To examine Principals' conflict management practices influences teachers' job performance in public secondary schools in Kesses sub county, Uasin Gishu County, Kenya.
- (ii). To establish the influence of Principals' motivation practices on teachers' job performance in public secondary schools in kesses sub county, Uasin Gishu County, Kenya.
- (iii). To find out how Principals' Teacher professional development practices influence teachers' job performance in Kesses Sub county, Uasin Gishu, Kenya.
- (iv). To examine how Principals communication practices influences teachers job performance in Kesses Sub-County in Uasin Gishu County, Kenya.

1.5 Research Hypothesis

Ho: 1 No statistically significant relationship exists between Principals' Conflict Management Practices and teachers' job performance in public secondary schools in Kesses sub county, Uasin Gishu County, Kenya.

Ho: 2 Principals' Motivation Practices has no relationship with teachers' job performance in public secondary schools in Kesses sub county, Uasin Gishu County, Kenya.

Ho: 3 there is no statistically significant link between Principals' Professional Development Practices on teachers' job performance in public secondary schools in Kesses sub county, Uasin Gishu County, Kenya.

Ho: 4 there is no statistically significant relationship between Principals' Communication Practices on teachers' job performance in public secondary schools in Kesses sub county, Uasin Gishu County, Kenya.

1.6 Justification of The Study

Broad national goals of economic, social-cultural and industrial progress are profoundly vested in our educational systems. Weakening educational structures therefore becomes a recipe for economic underperformance and disentanglement of the social fabric.

Consequently, as the forefront soldiers in curriculum implementation, teachers should be highly competent in executing their roles for better academic outcomes of the learners. Thus, school administrators should adopt robust teacher management practices can amplify teachers' effectiveness when teaching. In case teacher job performance is neglected a nation is more likely to experience worsening teacher effectiveness, low academic achievements and a weakened moral social fabric.

1.7 Significance of The Study

- To policy makers will be informed by this study on best approaches that school Principals can adopt to effectively manage teachers for optimal job performance. Policy makers through the ministry of education will be able to craft relevant management training modules through in-service training of school administrators.
- To school administrators this study will offer direction on the most effective and desirable skills of teacher management.
- To the government this study will demonstrate the value of optimally remunerating teaching staff for academic prosperity of a country. It will inform school Principals on the most significant variables that support teachers and improve Teacher Job Performance.
- To the teachers this study will expose factors that support their teaching capabilities for optimal learner outcomes such as the value of satisfying physiological needs and desires.

1.8 Scope of The Study

The study was limited to Kesses Sub County where information was drawn from the Sub-County director, Principals and teachers. Further the study was limited to the descriptive survey research design while sampling will be limited to stratified and purposive sampling. Lastly the study was limited to collecting information from Public Secondary Schools within Kesses Sub-County on communication, conflict management, and motivation and teacher professional development practices for a period of 5 years.

1.9 Limitation of The Study

The study was framed within descriptive survey design that relies on a lot of qualitative and quantitative data over a restricted time frame. A cross sectional study of 5 years is subject

to less cost but it cannot trace changes in teachers over time. Moreover teachers may not trace changes that may have occurred overtime. Therefore accurate generalization of the findings may be limited. Data collection was conducted using with the closed ended questionnaires that were complemented by interviews to give latitude on how respondents express their perspectives.

1.10 Delimitation of The Study

This study sought to examine how Principals' management practices influenced Teachers' Performance within Kesses Sub-County in Uasin Gishu. Although there are numerous variables that relate to Principals' Management Practices, this study focused on conflict management, motivation, professional development and communication. Furthermore, the study shall analyze the data collected using Excel and SPSS tools of statistical analysis though novel AI statistical tools are more accurate.

1.11 Assumptions of The Study

The study was based on several assumptions in order to establish how Principals Management Practices influenced teacher's performance. Foremost the study assumed that only a few variables such as communication, motivation, teacher professional development and conflict management practices influence teacher performance. Moreover, the only intervening variables were government policies and socio-economic factors. Furthermore, the study assumed that the teachers, physical facilities and surrounding communities are similar while school administrators' possess similar academic qualifications and leadership competencies. Similarly, the study assumed that KCSE is a key indicator of how teachers perform though teacher performance entails academic and non-academic activities like sports.

1.12 Operational Definition of Key Terms

Principal: The executive decision maker in the school responsible with managing conflict, motivating, supporting professional development and setting a communication approach.

Management Practices: Actions that make use of resources to achieve set goals and objectives so that Teacher Job Performance is efficient and effective.

Public Secondary School: Government controlled learning institutions that prepare students for tertiary education by awarding O-level Certificate revealing student academic

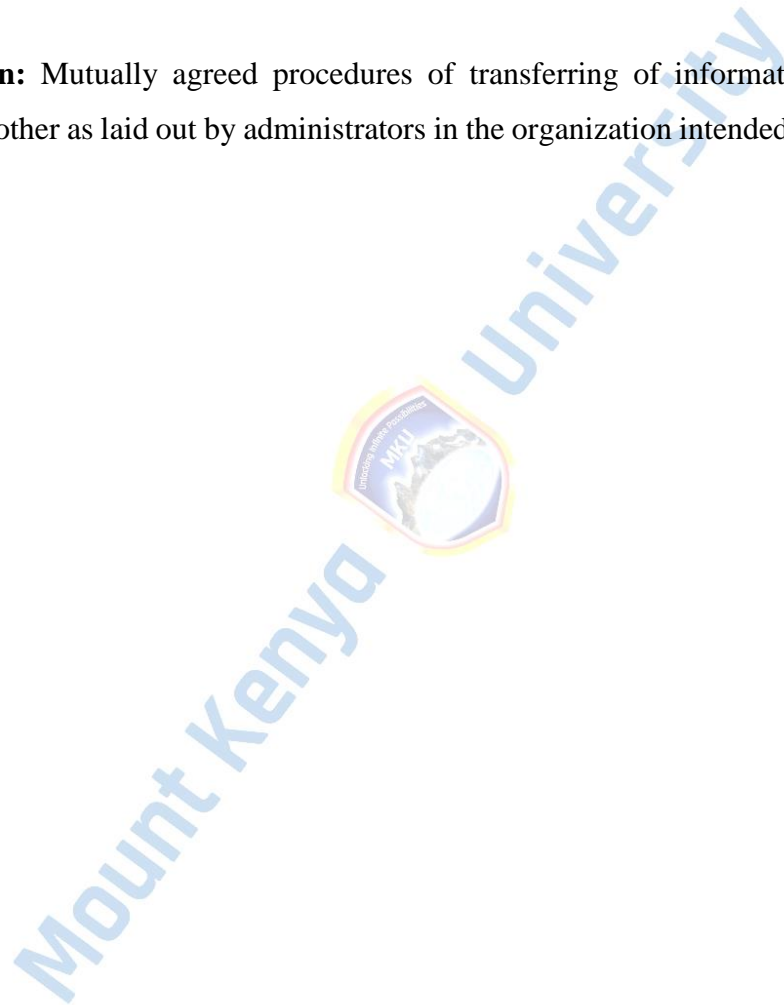
achievements which reflects Teacher Job Performance

Conflict Management practices: Approaches used to resolve disagreements within the school to create a conducive environment for optimal teacher job effectiveness

Teacher Professional Development: A formal program which continuously evaluates teacher's knowledge and pedagogical skills offered by the ministry of education and its implementation is monitored by school Principals

Motivation: Incentives used to entice a teacher to perform optimally for better academic achievement

Communication: Mutually agreed procedures of transferring of information from one individual to another as laid out by administrators in the organization intended to achieve an objective.



CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

Literature review presented reviewed work by peers relating to how Principals Management Practices influences Teacher Job Performance. The chapter covered the empirical literature review, theoretical literature, theoretical framework, research gaps, conceptual framework and a summary of literature.

2.1 Empirical Literature

Empirical literature review formed a basis for a critical evaluation and review of related literature as pertains the influence of Principals Management Practices and Teachers Job Performance. Specifically it reviews Teachers' Job Performance, Conflict Management, Motivation, Professional Development and Communication practices.

2.1.1 Teachers' Job Performance

Teachers Job Performance is sum total of all the expected outcomes of teachers efforts as they undertake their roles in implementing the curriculum to achieve the set goals. Teachers are the immediate stakeholders charged with the responsibility implementing the curriculum and presumably acting as surrogate parents. In organized societies learning takes place informally and formally where formal learning takes place within organized settings such as schools which offer space where curriculum instruction. Informally, learners draw experiences from their surrounding environment individually without the guidance of another person irrespective of the environment. Teachers form the main ingredient in guiding learners to accomplish well defined objectives as outlined by the government. Despite insurmountable support from the governments, learning has been disrupted by crises such as teacher industrial action, pandemics and acts of terror (*Unesco* 2021). According to the UNESCO Global Learning Crisis Report more than 60% of learners in low and middle income countries cannot perform simple arithmetic calculation, read and write. A report in low income countries indicate that teacher's underperformance is associated with chronic absenteeism, alcoholism, drug abuse, suicidal tendencies, missing lessons, untimely syllabus completion and deserting duty (Anand et al., 2023). Though teacher job performance facing teachers are influenced by Social –economic factors, civil unrests, mental crisis and high inflation rates, working environment poses the greatest influence. Teacher Job Performance

relates to the ability of teachers to competently implement the curriculum through intricate Pedagogical approaches to attain set goals reflected through improved learners' internal assessment scores, above average scores in national examinations, Co-curricular awards, improved transition rates and Parental participation in learners' academic progress. Nonetheless the present study examined how teachers effectively managed their learners, ability evaluate, attend lessons on time, timely reporting on duty and adequacy in syllabus coverage.

Nurabadi et al., (2021) examined how instructional, spiritual and transactional teaching styles influenced Indonesian Teacher Performance. Findings revealed that all the three variables impacted teacher performance and therefore combined teacher –Principals' efforts significantly contribute to learners overall academic success. However the study employed random proportional sampling of teachers throughout the country using a small sample size which exposes the study to a methodological gap that may result in biasness in results. To fill in the knowledge and methodological gap, the current study focuses on teachers and students within Kesses.

Bouchamma et al., (2019) investigated Principals' supervisory practices and sense of efficacy among professional learning communities within two Canadian provinces. They examined how Principals' supervision practices impacted self, group and teachers' job efficacy. Results of the study indicated that principal's supervision practices significantly impacted teacher professional self-efficacy. According to the study most teachers felt more comfortable with Principals that supported the teachers' collective needs and resources while in school. However the study fails to pinpoint the approach used by Principals in developing senses of efficacy and moreover relied on qualitative data which may not yield generalizable results. To bridge this methodology gap, the present study adopts a descriptive survey design.

Bildağ, (2024) examined how private school administrators' impacted Teacher Job Performance. Findings of the study pointed out that the type of managerial approach used impacted teachers in teaching. In the study, it is noted that liberated leadership style negatively influenced Teacher Job Performance. This means that when teachers were allowed to make decision, some were reluctant to attend lessons and neglected the role of ensuring discipline among the students. However, through transformational leadership style Teacher Job Performance was improved because it employed formal and informal

communication approaches to offer direction within schools. Though the results support good principal communication strategy, the study was restricted to private schools, which exposes the study to a conceptual gap that may lead to biased results. To fill the knowledge and conceptual gaps, the present study examines Principal Management Practices in public secondary schools.

Regionally Grace et al., (2020) examined how professional development monitoring and participatory management impacted teaching in Nigeria. Results indicated that most schools report improved examination scores because the administrators integrated them into decision making. Additionally, when teachers were given an opportunity to further their studies with some financial support from the administrator's teachers working morale was boosted. Though the sample size of 504 participants was large enough, only correlation analysis was done which indicates a methods gap that the present study bridges by using descriptive survey methods.

In Ghana Ampofo et al., (2019) sought to find out how head teacher supervision affects Teacher Job Performance schools. Data was collected using questionnaires from a sample of 617 respondents. Findings showed that school heads lesson planning supervision significantly influenced teacher role performance. The study also examined teacher lesson supervision, lesson delivery and teacher assessment procedures were examined. It was established that most teachers disliked lesson preparation supervision. Lesson preparation entails preparation of schemes and lesson plans as well as maintaining records of work. However a majority of teachers were comfortable with lesson delivery and learner assessment supervision. This indicates that in case school administrators demand for professionalism teachers shun attending to learners and focus on lesson preparation over lesson delivery which impacts teacher performance. Contrary to the study, the present study diverges to generate new knowledge by investigating how management, communication and motivation practices by school heads influence Teacher Job Performance.

Oketcho et al., (2020) examined how school administrators follow up styles impacted teachers roles in schools in Uganda. Like many other similar studies, they focused on investigating how leadership styles related to teacher performance. Findings showed that democratic leadership style was favored to laissez faire style. Under democratic leadership, teachers were allowed to prepare their teaching content under restrictive guide lines. However, laissez faire was least favored because teachers often avoided tasks. Though the

findings show that school administration style is key, the study fails to address other factors, a knowledge gap which the present study bridges by examining how conflict management, performance appraisal and principal motivation practices influence Teacher Job Performance.

In a quest to unravel how best management practices in school influence Teacher Job Performance, Emanuel and Mwila, (2023) find out that majority of teachers dislike classroom supervision because they negatively perceive the intentions of school heads and heads of departments. It was also established that Teacher Job Performance was affected since supervisors in most cases were autocratic and lacked skill of supervising creating apathy among staff which demotivated teachers. In order to avoid the bad supervision practices, the study suggests peer, clinical and collaboration supervision strategies. However analysis of results was highly descriptive a methods gap which the present study fills by analyzing data using inferential statistics.

Locally, Wanjala (2023) examined Principals' Management Practices and Teachers performance in Bungoma. Findings revealed that staff recruitment, motivation, staff development and rewarding influenced Performance but financial, communication and instructional management practices were insignificant. Moreover whenever communication was done through group forums the schools reported above average mean scores implying better Teacher Job Performance.

Shikokoti (2024) investigated how Principal Management Practices impacted Teacher Job Performance in Kakamega . Findings of the study reveal that all the four independent variables significantly influenced teacher job satisfaction. Furthermore findings demonstrated that if school Principals financially supported teacher to attend seminars, workshops and engage them in decision making, the teachers feel more satisfied which improved academic outcomes. Though the findings agree with most research, a conceptual gap exists which the present study fills by examining conflict management practices of Principals and Teacher Job Performance.

2.1.2 Principals' Conflict Management Practices and Teachers' Job Performance

Conflict refers to disagreements between individuals competing for shared values and interests. Conflict commonly results from by poor communication, diversity in personality, limited resources, inequity in reward systems and restrictive administrative practices

(Ghavifekr et al., 2019). Conflict interrelates between teachers, administrators, students and parents. Because the Principal is the chief executive officer within the school, it becomes imperative that he is aware of the different types of conflict and how to mitigate related effects to fully optimize Teacher Job Performance. Though most schools Principals tend to avoid conflict it is costly because conflicts result in dissatisfied teachers, high teacher turnover, absenteeism, apathy and undesirable Teacher Job Performance (Feirsen & Weitzman, 2021). Dealing with conflict is a role bestowed upon the school principal intended to mitigate the adverse effects of conflict. According to Feirsen and Weitzman (2021) failure to address conflict, is a costly process which retards Teacher Job Performance and overall academic progress. Most studies confirm that conflicts are highly destructive though conflicts are also constructive if properly managed (Solomon et al., 2023; Feirsen & Weitzman 2021; Thote & S, 2020; Thote & S, 2020). Principals should build conflict agility by using appropriate language that doesn't attack, allow teachers to share constructive experiences, honor motives and normalize disagreements (Feirsen & Weitzman, 2021). Unmanaged conflicts manifests itself in divisions within the teaching fraternity, destruction of school property, fighting and loss of life which highly contribute to teacher job underperformance (Kariuki et al., 2023a).

Several conflict management resolution approaches at the disposal of managers include; collaboration, accommodation, compromising, competing and avoidance (Thomas-Kilmann 1970). Though conflicts are mostly between students and administration, the most detrimental conflict occurs between teachers and the school Principal because once teachers are frustrated, the spiral effect is reflected in poor academic performance (Thote & Gowri, 2020). Therefore this study seeks to establish how Principals handle conflict to improve the Teacher Job Performance by examining mediation, negotiating, implementing code of conduct and warning offenders.

Thote (2020) sought to analyze how conflict management by Principals is linked to the performance of teachers at Indian senior secondary schools. The study utilized factorial research design for a population of 1500 schools in 52 districts. Purposive selection was used to draw 364 respondents who directly filled conflict management questionnaires. Analyze results pinpointed that when teachers in conflict were counseled through mediation they became more effective. However of less significance was dialogue. Technically the findings showed that school Principals should effectively communicate to teachers by

clearly setting goals. Moreover the study used a small sample size which may lead to biased results which is a methodological gap that the present study mitigates by using a larger sample size. These findings are confirmed by a similar research article by Feirsen and Weitzman (2021) which supported Principals' communication prowess managing teacher emotions. They noted that confrontations are likely to lower the self-esteem need of the teacher which influences Teacher Job Performance. However by adopting factorial research approach the study was prone to a methodological gap which the present study fills by using survey design. Moreover, by examining Principals' management practices on Teacher Job Performance in Kesses the present study fills the contextual gap.

Ghavifekr et al., (2019) investigated conflict management practices applied by administrators in Malaysian Primary schools specifically examining factors, stages, impression and managing conflicts. Findings of the study established that major sources of conflict in school using resource scarcity, poor communication approaches, personal diversity, rewarding and allocating duties to staff as independent variables. Additionally, the results indicated that compromising, collaborating and accommodation were significant in influencing Teacher Job Performance. However the study was undertaken in Malaysian Primary schools a contextual gap filled by this study that takes place in Kesses. Furthermore, confining to descriptive analysis poses a methodological gap that the current study addresses by using inferential statistics with SPSS statistical tool to analyze data.

İLğan, (2020) examined conflict management styles adopted by school administrators in Turkey. Data on how assimilating, obliging, coercing, avoiding and compromising was collected from different levels of learning institutions. Results from the analyzed data supported the notion that integration was often applied than avoidance. Evidently preference towards integration style was attributed to its associated motivation attribute. However use of a small sample size used introduces biasness in methodology a gap which this study fills using a sample of 170 respondents.

Research within the region shows that Principals administrative practices enhance teacher efficiency in Cameroonian high schools (Etomes & Molua, 2018). Basing a survey research design with a population of 1400 persons the study analysed 350 respondents using multistage sampling technique. Specific objectives were motivation, supervision, communication and conflict management. Findings showed that of the four specific variables, conflict management was the most significant influencing factor on teacher's

productivity. Similarly integration was identified as a critical approach in conflict resolution (Igbino et al., 2023). However the findings are contradicted by Okoye and Okeke-Okonkwo, (2020) who investigated head teachers conflict management and teachers performance. The study recognized that integration was rarely used. The contradictory findings lead to a conceptual gap which this study fills by investigating how mediation, code of conduct and negotiation influence teacher effectiveness.

Ibanga et al., (2023) assessed how administrators' conflict perceptions in Nigeria impacted technical teachers. Specifically, the study examined Principals arbitration and communication practices applied to mitigate conflicts in the technical schools. Using a correlational research design with 201 respondents, the study revealed that when Principals used arbitration and effective communication strategies it resulted improved teachers' job performance. Evidently the study demonstrates that conflict management skills should be integrated within the teacher training pedagogical approaches. Further the study inked that arbitration admissible because it cushions teachers against punitive disciplinary action. However the study could be biased because it was a case study which can limit generalization. Therefore this study fills existential methods gap by using descriptive survey research design.

Investigating school heads supervision role on teachers performance Ampofo et al., (2019) sampled 600 respondents. Results established that planning before attending lessons, engaging in supervising learner discussions and classroom teaching significantly influenced teacher efficiency. Results further indicated that teachers dislike lesson supervision which leads to supervisor –teacher conflicts which impacts Teacher Job Performance. However conflict control was not addressed which is an empirical gap which this study fills.

Locally, Shitambasi(2022) carried out a study of how management influenced teacher efficiency in Kisii. Using the independent variables as communication approach, promotion of team spirit, creativity and motivation, (Shitambasi, 2022) analyzed a sample of it was established that communication approach, promotion of team spirit, creativity and motivation, positively influenced Performance. According to the study the independent variables were a key factor in conflict intervention that Principals used. Whenever conflicts are resolved, cases of absenteeism and dissatisfaction among teachers decline and productivity of the teachers increase. Similar sentiments by Ghavifekr et al., (2019) show that Principals conflict resolution skills are important for an effective working environment

for the learners ,support staff and the teachers. However the study was anchored on Constructive Controversy Theory a theoretical gap which this study bridges by using the Maslow's hierarchy of needs and the Setting goals theories. Moreover the survey was carried out in Kisii region which may not be suitable for generalizations a contextual gap which this study fills.

Shee (2021) sought to examine practices applied by executives in containing conflicts in Public primary schools in Lamu. The study specifically examined the application of compromising, competing, avoiding and collaboration practices on the work done by teachers. The study was anchored on Thomas Killman model, conflict and dual concern theories. Results obtained indicated that conflict management styles significantly influenced the teacher academic accomplishments. Moreover, it was established that the school head teachers relied on ad hock measures to resolve conflict without any formal approach. Similar results are documented in a study that was conducted on conflict styles and student performance by Odhiambo (2018) which established that Principals should be trained by the Teachers Service commission on the best conflict management practices to avoid trial and error. Though the study involved three different theories, it applied simple random sampling where only 80 respondents were surveyed which may not be representative enough to allow for generalization. To bridge this methodological gap, this study uses the simple random, purposive and stratified random sampling methods on 170 respondents. Moreover the research was undertaken in private primary schools but the present study examined public high schools.

Kariuki et al., (2023b) examined how negotiating impacted Uasin Gishu teachers. Negotiation was the main independent variable while the dependent variable was Teachers Productivity. A sample of 316 individuals was identified from all the 1939 teachers within the region. Questionnaires were used to obtain data from the respondents while analysis was carried out through correlation. Tested facts showed teacher productivity improved when negotiation was applied in resolving conflict. Though the study approved findings of similar studies (Kariuki et al., 2023; Odhiambo 2018; Ghavifekr et al., 2019) that indeed conflict management influences teachers job effectiveness, the study was limited to quantitative research design. Limiting the study quantitatively poses a methodological gap which this study fills as a descriptive survey design .Additionally the study based solely based on negotiation, an empirical gap which this study fills by focusing on Mediation, Negotiation,

Code of conduct and Warnings.

Another research by Odhiambo (2023) examined how management supportive methods enhanced teachers Performance in Nyakach. The independent variables were welfare, delegation of duty and conflict management while the dependent variable was teacher productivity. The study followed a correlational research design using a sample size of 378 respondents. Findings from the study showed that teachers' performance was positively correlated to conflict management while decision making and welfare were moderately correlated to teachers' performance. The study findings confide that conflict should be managed effectively to minimize antagonism, absenteeism, suicidal feelings and underperformance(Sahal, 2023).Sampling was done using simple stratified random sampling which may lead to biased results. The methodological biasness gap is addressed by this study which combines simple stratified random and purposive sampling techniques.

2.1.3 Principals' Motivation Practices and Teachers' Job Performance

Teacher motivation refers to incentives that contribute to the happiness, satisfaction and emotional fulfillment of teachers which serves induce teachers propensity to productivity (Wu, 2023).

An examination was undertaken to establish the influence of motivation on teachers 'work effectiveness, self , non-self-determinants of teacher motivation were used as independent variables (Kumari & Kumar, 2023).The study examined teachers in Private schools in Mirpurkhas region in Pakistan. Using quantitative descriptive survey research design, the study was relied on self-determination theory. Findings of the study indicate that self-determined motivation, non-self-determination and teacher motivation significantly influence teacher working effectiveness. Further it is noted that whenever the individuals' needs are aligned with organizational goals teacher motivation equally improved. When teachers were promoted and assured of job security they became more effective. Though the findings asserted the value of motivation as a factor to be embraced by administrators, they were based on simple random sampling and restricted within private schools. Reliance on simple random sampling may limit generalizations which poses a methodological gap that is addressed in this study through the use of stratified and purposive sampling.

Khanthap (2022) carried out a study on teachers' how motivation influenced teacher morale within Bangkok Metro Administrative schools. The study used content analysis on a sample

size of 375 respondents. Findings showed that teacher motivation and morale significantly influenced teacher job effectiveness. Specifically the study established that professional success, professional growth, conducive workplace climate and sound governance policies allowed for better teacher productivity. However the study was undertaken in Bangkok while this study will be carried out in Kesses .

Wu,(2023) examined Principals emotional aptitude and teacher motivation in Taiwan. The study employed quantitative descriptive survey to examine high school and vocational training teachers that were randomly sampled. The study established that once the emotions of teachers are well managed, the teachers become more responsive into working towards set goals. Moreover findings showed that both private and public high school teachers exhibited psychological distress resulting from their inability to meet physiological needs adequately. Further the study demonstrates that school Principals should improve on their emotional abilities such as reaction to anger to improve teacher's job effectiveness. However, the study was limited to simple random sampling which poses a methodological gap that this study addresses through the use of purposive sampling.

Murwanashyaka et al., (2024) investigated how extrinsic motivation amplified teacher work quality in Rwanda. Following the quantitative research design the study was anchored on McClelland Need for Advancement theory. Outcome of the study pinpointed that an extrinsically motivated teacher is more productive compared to an intrinsically motivated teacher. Extrinsic motivators include free access to teaching resources, leisure, monetary and material incentives. A motivated teacher is ready and willing to take up any assignments, attend to most lessons, and participate in co-curricular events. Chiedozie, (2020) findings also support the idea that teachers are motivated when they can access subsidized accommodation, afford education for their children and work within a conflict free environment. According to Murwanashyaka et al., (2024) teachers would be more happy if the government develops a policy framework that enables them to own houses rather than increasing their salaries. Though the study exemplified the value of motivating teachers, it was unlikely to allow for generalizations because it was restricted to only three levels of education. Such a restriction poses an empirical gap which the present study addresses by examining Public secondary schools in Kesses.

Motivation of teachers has also been studied at the Junior Secondary School level. Tony (2023) assessed influence of teachers' perception on motivation in Sierra Leone. The study

used 298 teachers for analysis through descriptive surveying. Findings of the study indicated that a majority of the respondents were male and they felt motivationally disfranchised which negatively influenced their performance. Findings of the study are reinforced by Gari et al., (2023) who demonstrate that motivation perception influences the teachers work. According to their findings whenever teachers anticipated pay cuts and tax increments they redirected their energies to industrial action which defeats their motivation to work. However the study applied the social working theory which is less appropriate a theoretical gap filled by this study that uses the Goal Setting theory.

Sakale and Hichami (2023) examined the influence of motivating teachers and availing information communication technology resources in Morocco. Intrinsic and extrinsic factors were used as independent variables while humanistic, social and behavioral theories anchored the study. Through a case study of 60 respondents it was established that both intrinsic and extrinsic motivators were significantly influenced ICT. However by adopting case study research method that may lead to biased results basing a small sample size. Therefore a methodological gap exists that this study bridges by using a descriptive survey with a larger sample size.

Locally, several studies exist on motivation and Teacher Job Performance.

Muia, (2023) conducted a study to investigate how motivation predisposed teacher longevity in Kathonzweni schools. Information was obtained by means of inquiry forms and interviews while analysis was performed through correlation research design to analyze how money incentives and non- money incentives influenced teachers productivity. Teacher productivity was measured by timely lesson attendance, punctuality, meeting Professional targets and improving overall learner's achievements. Monetary incentives examined included bonuses, extra work hour's allowances and lunch hour meal reimbursements. Non-monetary incentives included promotion, rewards and complements that enhances teacher's motivation. Overall the findings indicated that teacher motivation significantly influences teacher performance because the incentives induced more productivity.

Another research was conducted Manundu, (2022) to examine how motivational variables on teacher retention in Kamukunji sub-county, within Nairobi County. Independent variables were rewarding systems, delegation of tasks, teaching resources, teacher on work training while the dependent variable was the teacher retention rate. Retention was described as longevity of teachers within a learning institution depending on whether they felt satisfied

with their jobs. Using a sample of 74 respondents and Fredrick Herzberg's two factor model, the descriptive research study established that all the independent variables significantly influence teacher performance. Moreover, rewarding teachers positively influenced Teacher's Job Performance. Additionally such rewards contribute to longevity of teachers within institutions. However the study was limited to Nairobi which limits generalizations to other parts of the country. Furthermore relying on a smaller sample size poses a methodological gap which this study addresses by using a larger sample size. The study also narrows the contextual gap by examining public schools within Kesses.

Nyongesa & Muchanje, (2023) did a study on Principals induced management practices as a catalyst for better teachers' performance in Bungoma. The study specifically investigated how Teacher Professional Development and motivation schemes affected teacher performance in schools. A census was used to identify 27 Principals from the secondary schools while 69 teachers were sampled by simple random sampling. Using the descriptive survey design the study findings show that Principals Management Practices accounted for 41% of teacher performance. The study was unique since it established that Principals preferred financial rewards and promotions to induce teacher productivity. However the study suffers from a conceptual gap by not leveraging on any theory. The present study addresses the conceptual and contextual gaps by using the Goal Setting and Maslow's theories and a larger sample size in Kesses.

2.1.4 Principals' Teacher Professional Development Practices and Teachers' Job Performance

Teacher Professional development refers to an observed continuous process by which teachers undertake self-evaluation to sharpen their pedagogical aptitude for effective service.

Hill et al., (2020) performed a qualitative meta-analysis to investigate how professional development impacted Science, Technology and Mathematics (STEM) outcomes in United States. Findings of the study indicated that teachers of STEM spend a lot of their time in studying set standards, evaluating learning resources, content analysis, learner assessment and student data. Results suggested that teachers should be equipped with learning programs that relate to curriculum materials, academic content and learner study habits. Such learning opportunities present a favorable environment which promotes teachers academic

achievements. However, the study was focused in the USA schools and limited to qualitative analysis. To eliminate biasness the current study fills contextual and methodological gaps by using descriptive survey design.

Another study was conducted to establish how school leadership professional development role promoted teacher professionalism in Australia (Hilton et al., 2015). Findings from the survey suggested a positive significant benefit from school leaders' interventions in engaging and supporting teacher professional development that enhance teacher capacity. Continued Professional development improved teacher knowledge and skills which was reflected in improved student academic performance. Further the study findings indicated that Principals are responsible for incubating supportive mechanisms which promotes teachers' professional growth. Nevertheless the study solely relied on qualitative data which exposes the study to a methodological gap which the present study fills by using quantitative techniques.

In Indonesia Revina et al., (2023) investigated how teacher development influenced teacher academic productivity. Results obtained showed that mechanisms in policy formulation and implementation of TPD influenced teacher performance. Though a significant impact between TPD and quality teaching was observed, longitudinal results point to laxity of government to support TPD. The study used content analysis and interviews to understand respondents' perspectives. However restricting the study to case study exposes the study to a methodological gap which this study fills by using a descriptive survey approach.

Badran & Toprak, (2020) carried out a study to investigate teacher professional development program implementation used by the Ministry of Education in Egypt. Findings showed that teacher professional development significantly determines Teacher Job Performance. Though minimal variations were present between schools in terms of resources, facilities and populations a significant teacher performance gap was present between Government schools and private schools. Further the study showed that most teachers were managed by Principals who were ignorant of professional development skills. However the study was a qualitative analysis that collected data by in-depth interview and content analysis. This study fills the methods gap within the study by using quantitative data with a large sample size.

A similar study was carried out by Geletua and Mihirete (2022) to identify the effects of TPD on academic outcomes in Ethiopia. Verdicts disclosed that differentiated learning

approaches were unresponsive. Moreover the learning environment was diversified to incorporate special needs learners which improved teacher productivity. Therefore Principals should provide all instructional resources to support differentiated pedagogy. The study was limited to qualitative analysis a gap which this study bridges through the use of quantitative data analysis.

Grace et al.,(2020) established that teachers productivity was positively related to teacher professional development within Nigerian schools. Teacher's professional programs such as training and learning should be encouraged by the school Principals to foster improved teacher academic outcomes. Professional development can be enhanced through curriculum improvement workshops, seminars and webinars. The study finds that teachers should continuously receive intellectual skills to face the 21st century challenges arising from technological advancements. The study was carried out in Nigeria which limits generalizability. More so, it was limited to quantitative data. However this study fills the existent conceptual and methodological gaps by utilizing interviews for data collection. Emanuel and Mwila, (2023) carried out a descriptive survey study in Tanzanian schools on best management practices. Conclusions recognized that supervisory approaches used by the school Principals acted as a deterrent to best teacher professional practices. They established that teachers perceived supervision of curriculum implementation as autocratic. The study informs policy makers that, though teacher professional development improves teacher performance, the manner of implementation is important. However the research was carried out in Tanzania which exposes the study to a contextual gap which the present study fills by examining management practices and Teacher Job Performance in Kesses.

Locally, Wanyonyi and Mwaniki (2023) conducted a inquiry to investigate teacher professional development and performance Changamwe. Results pointed out that teachers were engaged in professional development which motivated them to improve their job performance as reflected in the learner's academic performance. The study therefore informs administrators to develop policies that support teachers to improve in their knowledge, time management and TPD for better teacher's job performance. However it focused on teacher professional development and teacher performance. Though the study findings were similar to Chirchir and Letangule (2021), only one dependent variable was analyzed which may yield unreliable results that can be biased. Such a methodological gap is filled by the present study which uses multiple regression analysis with four independent variables.

Karimi, (2023b) carried out a study to examine how teachers performance is influenced by work performance evaluation within Kikuyu Sub-county. The study established that TPD significantly influenced teacher performance. Further the results indicated that school administrators should increase the number of lesson observations, provide relevant teaching resources and support ICT integration. Through ICT integration teachers can stand a better chance to effectively administer technological skills. The study was however only carried out in Kikuyu which may not be generalized to other regions. To bridge this contextual gap, the present study examines teachers in Kesses Sub-County.

Professional growth opportunities and deputy Principal job effectiveness was examined in Public secondary schools in Lugari (Maino & Cheboi, 2021). Findings indicate that Professional growth enhances Teacher Job Performance since it motivates the deputy Principals to work. Similarly it was established that deputy Principals are hardly supported for ICT in-service training which may act as a prerequisite in assuming the Principals' role. The study investigated the deputy Principals job performance in Lugari, a gap that this study fills by examining teachers in Kesses

2.1.5 Principals' Communication Practices and Teachers' Job Performance

Communication entails transmission of information from one person to another through a specific medium (Saraih et al., 2022). Effective communication therefore is the transfer of information for an intended purpose such as Principal instructing teachers. Communication supports school Principals as an avenue where school plans, policies and values are availed to all stakeholders.

Yao et al.,(2020) carried out a study in Beijing Huabei Province of China to examine Principal –Teacher communication approach and teacher performance. Findings presented that communication and teachers' productivity was greatly interrelated. By using transformational leadership style, communicating the ideas by the school principal to teachers stimulated the psychological empowerment of teachers which in turn elevated teacher's intelligence to perform better. The study mixed primary, junior secondary and senior secondary teachers as respondents. However the current study fills the contextual gap by investigating Public secondary schools teachers in Kesses.

Saraih et al.,(2022) conducted a communications study among exemplar schools in Malaysian schools. Research findings substantiate that social media is increasingly

becoming the most preferable channel of communication in Ivy League schools which significantly improves teacher performance. Most schools are shifting to social media platforms like face book and what's App, though Principals have to be cautious about the associated negative attributes such as cyber bullying. The qualitative study was undertaken within best performing schools with a small sample size of 4 Principals and 12 teachers. The present study applies quantitative and qualitative techniques in analysis. To mitigate the biasness that may arise because of methodological pitfalls, the current study relies on a larger number of respondents.

A cross –case study in USA was conducted to examine how communication influenced teacher performance (Hussein,2020). Results showed that effective communication between the administration and the parents was highly influential in improving the learners' school attendance. Additionally, whenever school attendance was improved teacher performance also improved. By ensuring full attendance, all learners are simultaneously taught which leverages on seamless assessment through group assignments that leads to improved Teacher Job Performance. Moreover the use of technology allowed Principals to send emails, text messages and voice messages within the shortest time. However the study was limited to middle level schools and data collected through interviews. Equally a small sample size of 19 respondents was interviewed. To fill the conceptual, knowledge and contextual gaps the present study focuses on a large sample size by collecting data using quantitative and qualitative approaches.

Basil et al., (2024) investigated communication avenues applied by Principals and teacher outcomes in Nigeria. It was noted that written and oral communication propelled teachers into work efficiency. Similarly Saraih et al., (2022) observed that whenever Principals persuasively communicated to parents, community and ministry of education conflict was minimized while Teacher Job Performance improved. The study adopted correlational research design and collected data on a four-point scale. This study fills the methodological gap present by replicating a similar research in Kesses sub county using a five-point Likert scale in a descriptive survey.

Netshitangani (2016) qualitatively investigated how communication practices by women Principals in the Rural Province of Limpopo South Africa influenced school achievements. Findings indicated that the communication strategy between the women Principals and teachers improved teacher efficiency though such communication was founded on respect

for women as enshrined in their traditions. Through communication schools with shared beliefs enjoy common values and goals that are transmitted across the entire system. Sharing values such as teacher self-empowerment motivated teachers because teachers felt their work valued. Nonetheless the study being a qualitative survey using women Principals as a discriminant it was subject to methodological pitfalls. The study also used reputational sampling approach .To fill the conceptual and methodological gaps the present study is undertaken in Kesses, as a descriptive survey.

Locally Katua, (2019) examined Principals' communication approach and learners mannerism in Kisasi Sub-County in Kitui .Using assemblies, guidance meetings, notice boards and suggestion box as the independent variables it was established tall the independent variables positively influenced learners discipline which was reflected in good academic performance. The assemblies communicated discipline matters to the learners while Guidance supported learner's emotional and social welfare. However the study suffered a conceptual gap because it was limited to student discipline. The current study fills the conceptual gap by evaluating conflict management, motivation, professional development and communication on Teacher Job Performance.

A Similar study was conducted in Westland's Sub County in Nairobi on how Social Networking applications were utilized during crisis management in Public secondary schools (Ndung'u et al., 2024). Findings of the study indicated that through social networking sites like Facebook, the Principals were able to manage student unrest which led to better Teacher Job Performance. Teacher Job Performance was improved because teachers were promptly informed through social media platforms. Through social networks parents were able to reach out directly to teachers and their learners to resolve misunderstandings. However the study was restricted to Westland's sub county in Nairobi using and based on a small sample size of only 50 respondents which may lead to a biased result. The present study uses a large sample size and is undertaken in Kesses Sub County.

Wanjala, (2023) examined how Principals' administrative acumen predisposed academic success in Bungoma East schools. Using communication strategy as an independent variable the study findings indicated that the Principals communication approach did not influence Teacher Job Performance contradicting several studies which confirm that indeed communication significantly influences Teacher Job Performance (Ndung'u et al., 2024; Basil et al., 2024; Hussein 2020; Saraih et al., 2022; Katua 2019). The study was however

limited to Bungoma East Sub County a result which would not allow for generalizations. Therefore the present fills the contextual gap by examining public secondary schools in Kesses.

2.2 Theoretical Literature

2.2.1 Goal Setting Theory

Edwin A. Locke in 1968 advanced this theory which describes the relationship between setting goals for an employee and the resultant performance (Locke & Latham, 2019). Evidence from their field experiments demonstrate the effectiveness of Goal Setting for an individual and for an entire organization if properly utilized. Locke and Latham, (2019) advanced the logic that employees who set their own goals become more motivated to work than their peers who are guided. Drawing from the theory, teachers have been observed to perform better during extra-curricular activities where they have the latitude to set their own goals (Sales et al., 2023). For instance a teacher as a coach sets rules to be observed by the players in order to specific standards of the game. As a coach a teacher has endure extra working hours to achieve the set goals. Furthermore, Goal Setting theory posits that individuals perform better when presented with specific and challenging goals which ultimately stimulate the desire to realize optimal outcomes than workers under supervision. Goals should be specific, measurable, achievable; realistic and time bound (SMART). The model defines a set of principles that must be followed for the model success. The principles include: Clarity of the goals, developing challenging goals, commitment of employees, desire for regular feedback and simplicity of goals. In secondary schools, the administrators in pursuit to improve Teacher Job Performance may be persuaded to set high subject mean scores that should be attained by every department through the heads of departments. In retrospect, departmental synergies of mean scores translate to high overall school mean score. School means which is reflected in excellent National examinations which demonstrate better teachers' job performance. Therefore the Goal Setting theory authoritatively underlies this study.

2.2.2 Abraham Maslow's' Hierarchy of Needs Theory

This theory was developed by Abraham Maslow in 1943. According to Maslow, humans satisfy their intrinsic and extrinsic needs in a pecking order where physiological needs such

as the need for food are given first priority over social needs such as the need for Aesthetics. Modifications to his theory led to the development of the Maslow's Pyramid of needs which enlists needs as physiological needs, safety needs, belonging, esteem and self-actualization. Within the context of Principal Management practice and Teacher Job Performance the theory finds relevance in resolving conflicts, supporting teacher professional development, motivating teachers and communicating.

On handling conflict, Principals aim at ensuring safety of teachers when on duty. During conflict, parties to a conflict may escalate the situation into aggression where parties to a conflict may sustain injury. However as per the theory when teachers are assured of security, they perform better. According to the theory, when Principals promote professional teacher development they stand to address teachers' self-actualization. Moreover every teacher desires to grow professionally up to the highest levels of their careers'. Principal role in motivation supports Maslow's hierarchy of need in the sense of creating a sense of belonging. Principals use financial and non-financial rewards like team building events which raise teachers' self-esteem which ultimately supports teacher job performance. Through sound communication approaches such as integrating teachers' in policy formulation, the Principal incubates confidence of belonging in teachers.

In a study conducted by Odhiambo (2023) Principals who support students Welfare by providing enough meals within the school environments report less conflicts among the students. Additionally by financially supporting teachers' welfare in times of distress live bereavements Principals motivate teachers which contributes to improve performance. Moreover the study establishes that School administrators ensure safety of the stakeholders in school and support teachers in advancing their studies leading to improved performance. Besides El-Kassem, (2023) through a cross-sectional survey of sound supervision and teacher output in Qatar established that teachers' outcomes greatly improve the moment their physiological and financial needs are assured. Nonetheless the needs theory fails to recognize that needs differ in accordance to the socio-economic, political and cultural settings. Consequently Principals should be careful since the needs of teachers in different schools differ. Equally teachers needs vary according to individual personalities.

Comparatively, both theories address how individuals use motivation induces workers to become more productive. Though goal setting concept supports the idea of assigning unambiguous objectives to a worker, the Maslow's pyramid of wants asserts that workers

are motivated by satisfaction of their physiological desires. In schools, Principals are more likely to prioritize Maslow's hierarchy of needs and then adopt goal setting theory.

2.2.3 Theoretical Framework

The study was anchored on two major theories the Goal Setting theory and the Abraham Maslow's Hierarchy of Needs theory. Goal Setting theory by Edwin A. Locke in 1968 elucidates the relationship between setting goals for an employee and the resultant performance (Locke & Latham, 2019). Evidence from their field experiments demonstrate the effectiveness of Goal Setting for an individual and for an entire organization if properly utilized. Locke and Latham, (2019) advances the logic that employees who set their own goals perform much better than their peers who are guided. Drawing from the theory, teachers have been observed to perform better during extra-curricular activities where they have the latitude to set their own goals (Sales et al., 2023). Furthermore Goal Setting theory advances that individuals at work when presented with specific and difficult work ultimately realize optimal outcomes than those told to input their best efforts. Empirical studies undertaken demonstrate that the school principal as the overall executive officer has to set the school policies, objectives and supervise the implementation of all school programs. Thus the Goal Setting theory is relevant for the present study.

According to Maslow, humans satisfy their intrinsic and extrinsic needs in a pecking order with physiological needs such as the need for food being the first to be satisfied over social needs such as the need for Aesthetics. Modifications to his theory led to the development of the Maslow's pyramid of needs where the needs are ordered as physiological, safety needs, belonging, esteem and actualization. This theory is linked to the present study through Principals ability to adopt effective management practices such as motivation which helps to meet the lower needs of teachers. Furthermore this theory is relevant to the present study since it demonstrates how job satisfaction of a teacher results in improved Teacher Job Performance.

2.3 Conceptual Framework

Independent Variable (IV)

Principal Management Practice's

Dependent variable

CONFLICT MANAGEMENT PRACTICES

- Number of Mediation meetings
- Negotiating
- Creating awareness of code of conduct
- Frequency of Warnings

Teacher Job Performance

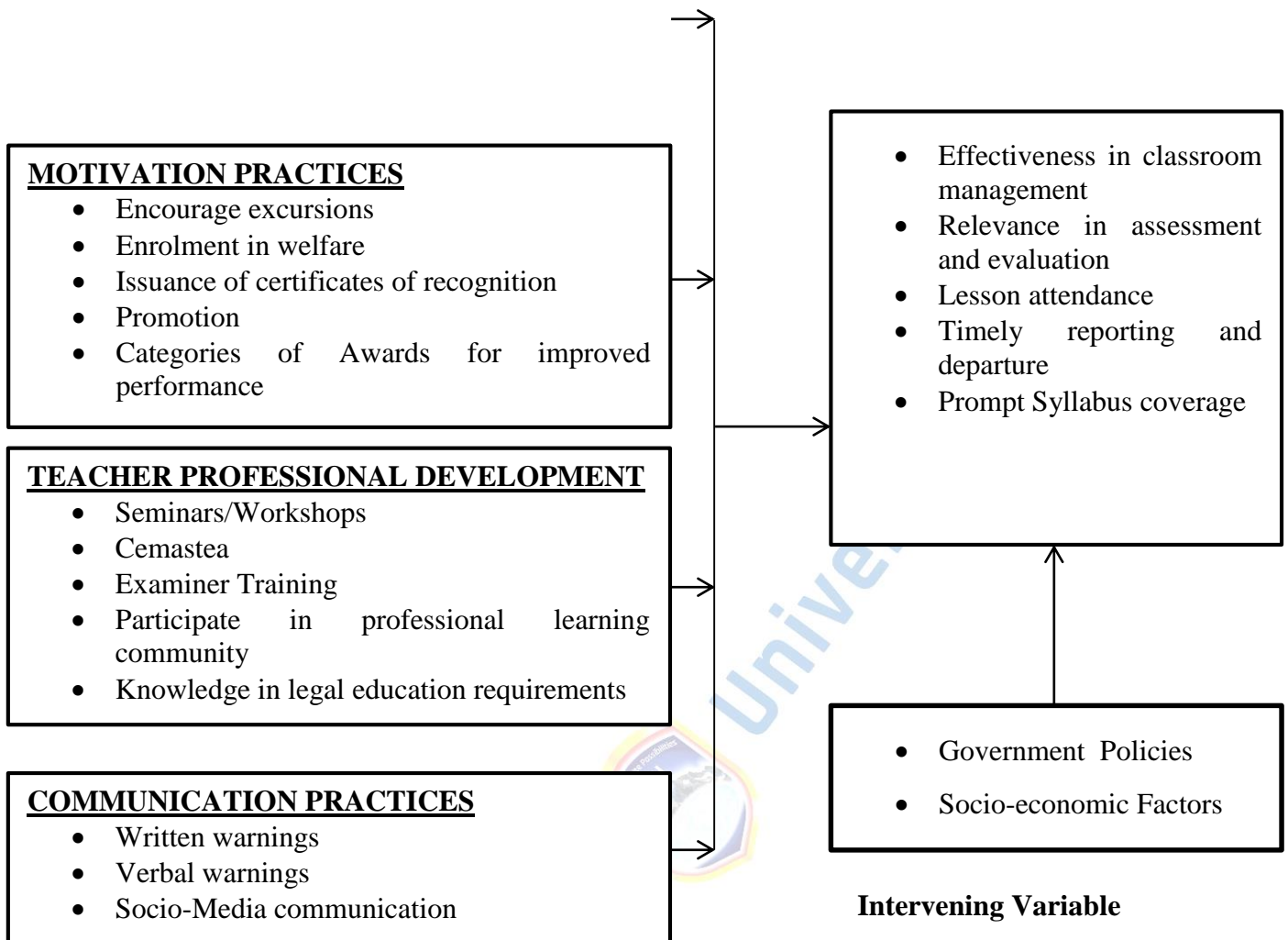


Figure 2.1 Conceptual Framework

Source: Author (2024)

2.4 Summary of Literature

According to the literature reviewed, Principals Management Practices have a significant influence on Teacher's Job Performance (Katua 2019; Hill et al., 2020; Grace et al., 2020; Saraih et al., 2022; Wanyonyi & Mwaniki 2023). However only one study by Wanjala, (2023) established a negative influence of communication and teachers job performance. Studies on how conflict management influenced Teachers Job Performance did agree that conflicts exist in school and their effects are felt depending on how the school Principal manages conflict. Therefore a need is necessitated for the school administrators undergo training in managing conflict and in developing conflict agility. The present study literature review suggests that Principals ought to develop different methods of motivating teachers. Studies also indicate that Teacher Professional development role influence teachers

effectiveness (Maino & Cheboi, 2021; Karimi, 2023; Revina et al., 2023). Literature review on communication and Performance agree that communication through technology enables school Principals to effectively deliver the intended information that guides goal implementation in schools (Yao et al., 2020; Basil et al., 2024; Katua, 2019). Furthermore, Social Networking Sites are gaining more application in secondary schools where parents, teachers and students are interacting on the same platforms for better teacher outcomes.

CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

The study examined how Principals' management practices influenced teachers' job performance in Kesses Sub-County. It presented the research methodology and design, setting of study, population, sample design, data collection, data analysis procedures and ethical considerations for the study. Research methodology involves research design, population of study, sampling procedure and size, research instruments, validity and reliability, data collection procedures and data analysis. This study follows a mixed methods research methodology.

3.1 Research Design

A research design is the conceptualization of structure of a research and forms a blue print which guides the scientific process of research (Creswell & Creswell, 2018). The study adopted a descriptive survey design and combined both the qualitative and quantitative methods to achieve the set objectives. The design addressed research questions according to problem statement and data analysis. The descriptive research method was preferred since research questions of why and how can be answered by providing relevant explanations to the study variables. Therefore, the study sought to answer how Conflict Management,

Motivation, TPD and Communication practices influence teacher performance.

3.2 Location of The Study

Uasin Gishu County lies within the Rift Valley Region of the country consisting of 6 sub counties. Kesses Sub County within Uasin Gishu County borders Nandi, Kericho, Baringo and Elgeyo Marakwet counties. Within the upper part of Though Uasin Gishu County serves as the country's' food basket Kesses Sub County is characterized by dilapidated roads, dense forests and extreme equatorial climate. The adverse climatic and social economic factors have left the Sub-County educationally marginalized from the other counties. Several schools in Kesses have poor infrastructure, inadequate teachers and remotely located away from major urban centers. Majority of the schools are mixed day schools and a few boarding schools. Academically, boarding schools perform better than day schools. Kesses Sub county schools total to 42 Public Secondary school which will form the unit of study.

3.3 Target Population

It refers to an entire collection of persons whose characteristics are to be described (Creswell & Creswell, 2018). All the 42 public secondary schools in Kesses will form the target population for the study where 251 people will be the target population including 150 teachers and 42 Principals. Schools within the Sub-County are categorized as Day, Boarding, Day boys', Day Girls, Boarding boys and boarding girls schools. The categorization is as shown in table 3.5.0:

Table 3.5.0: Population Identification

S/No.	Target category	Target Population
1	Schools	42
2	Principals	42
3	Teachers	207
	Total	251

3.4 Sampling Procedure and Sample Size

Sampling involved picking a small representative set of items from the entire population to

be used in the study that can yield results that can be generalized to the entire population (Bryman, 2016). A sample size and sampling techniques will be identified from the population of Principals and teachers in Kesses sub county.

Sample size relates to a subset of items from the entire universe which is the population of the study (du Plessis-Schneider, 2022).

Directors of Education and Principals were purposively identified while stratified sampling was used to sample teachers. Studies confirm that drawing 10% to 30% of the target population is justified as representative sample size (Bryman, 2016). Equally the sample size can also be estimated using the Yamane (1967) formula:

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

Where: n is the sample size.

N is the Population

e is the level of confidence or Precision

A summary of the sample size is as shown in table 3.6.0:

Table 2.6.0: Sample Size Matrix.

No.	Clusters	Target Population	Sample size
1	TSC County Director /Sub-County Director	2	2
2	Principals	42	38
3	Teachers	207	136
TOTAL		251	176

Source, Author (2025)

3.5 Research Instruments

A research instrument represents a tool for gathering, measuring and analyzing valuable

information from the respondents. Data gathering was undertaken on the basis of the nature of the data and objectives. In this study questionnaires were used for quantitative data while interview guides were used in collecting qualitative data.

3.5.1 Questionnaires

Questionnaires are research instruments with preset statements that are used to collect data before analysis. According to Cohen (2020) questionnaires are highly reliable since a lot of information can be gathered within the shortest time possible. In particular closed ended questions are recommended since they cannot draw vague responses and the researcher is confined to select the ideal statement (Creswell & Creswell, 2018). The present study used closed ended queries that were administered to the respondents framed on a likert scale rating of strongly disagree, disagree, undecided, agree to strongly agree. Respondents checked within the appropriate checkboxes. The questionnaires were divided into two sections where part A contains questionnaire on demographic information while part B contains a questionnaire related to the four objectives (Appendix 3).

3.5.2 Interview Guide

According to Denzin et al., (2022) an interview guide is an individual who collects information by asking pertinent questions. Interview guides are suitable for getting responses under open ended questionnaires in the presence of the respondents. In this study the interview guide was used to obtain responses from school Principals as the administrators tasked with supervising teachers. The interview guides were preferred because they draw unbiased, timely, relevant and precise information from the respondents. The interview guide was divided into two parts: part A will covered Principal demographic information while part B covered interview questions on independent variables (see Appendix 2)

3.6 Piloting Research Instruments

Qualitative data was abstracted by interviewing the school Principals and County directors of education through online interviews and direct personal sessions. Furthermore the quantifiable data was obtained by direct administration of the questionnaires to teachers. A pilot study shall be conducted within Kesses Sub County and the schools that participated in the pilot study were disqualified from research. Piloting is pretesting research instruments

to enhance levels of reliability. Pilot studies shall were conducted in 4 schools which represents 10% of the schools where 5 Principals, eleven teachers and one director responded to the questions. According to Creswell and Creswell (2023) piloting using 10% of study sample is adequate to inspect ambiguous questions that may affect reliability of the test instruments.

3.7 Testing for Reliability and Validity

Reliability is the dependability upon which the test instruments measure what they have to measure and specifically the internal consistency(Creswell & Creswell, 2018). Internal consistency relates to the degree to which the different items as sets behave in a similar manner in order to have appropriate inter correlations among the variables. Measuring internal consistency is reliably captured using the Cronbach's Alpha (α) value which ranges between 0 and 1.Optimal reliability values of Cronbach's alpha values should lie between 0.7 and 0.9.To test the reliability of the test instruments a pilot study was undertaken in three public secondary schools which were excluded from the main study. Piloting is normally done to identify challenges in the test instrument prior to undertaking the research.

Conversely validity refers to the extent which a concept is actually captured in a study using content validity and constructs validity to check whether test instruments measure the hypothetical constructs. Validity is the extent to which the outcomes of the research measure what they are supposed to measure to yield a reliable result that can be generalized. In this study, validity was measured by ensuring that every question in the questionnaire addresses how Principals Management Practices influence Teacher Job Performance.

3.8 Data Collection Methods and Procedures

Data collection and procedures ensure that the information availed is highly credible, reliable and allow for generalizations. In this study qualitative data was collected through face to face interviews that resulted in themes .The interview set of semi structured questions were formulated and shared with the respondents.

Quantitative data was collected using a set of questions according to each independent variable. The questions were formulated using the likert scale rating of 1-5 where 1 was strongly disagree and 5 was strongly agree in terms of levels of agreeableness in perception.

The procedure of collecting qualitative data entailed one on one face to face interview with

the respondents. Similarly phone interviews were conducted to seek further clarifications. In collecting quantitative data, questionnaires were e-mailed while others were filled in the presence of the researcher.

3.9 Data Analysis Procedures

3.9.1 Qualitative data

Data collected from the respondents was sorted, coded and edited before statistical analysis. Descriptive and inferential tests using MS Excel and SPSS software were performed on data collected. Furthermore the qualitative data was organized theme wise through interpretation of themes and discussions of the findings inductively. Interviews were examined through themes and patterns from in-depth interviews where the researcher had a chance to be involved in the process of responding to the research question (Creswell & Creswell, 2018). Through content analysis the qualitative data was quantified depending on the magnitude of the words and concepts. Thematic analysis was used to identify, analyze and interpret patterns. Thematic analysis was preferred because it allowed the respondents to share more novel insights about the characteristics of investigation. To test objectives three and four interviews were conducted to collect Principals' view which will be coded according to themes to support quantitative data findings.

3.9.2 Quantitative data analysis

Quantitative data analysis involved computation of the averages, medians, standard deviations as measures of central tendency. Tests of inference were Analysis of Variances (ANOVA), Person coefficient of correlations and multiple linear regressions. According to Creswell & Creswell (2018) quantitative closed ended questionnaires are preferred since they restrict the respondent to the specific questions which allows the researcher to control the study needs. To analyze objectives one and two, correlational analysis was performed to test the related hypotheses.

Before running the test statistics in SPSS tests of normality were performed on the Likert scale data to establish that the collected information was normally distributed to facilitate tests of inference using the following equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon \dots \dots \dots (i) \quad \text{Where:}$$

β_0Constant coefficient

$\beta_1... \beta_4$ Coefficients of independent variables

$X_1 =$ Principals Conflict Management Practices

$X_2 =$ Principals' Motivation Practices

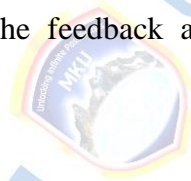
$X_3 =$ Principals' Professional Development Practices

$X_4 =$ Principals' Communication Practices

ϵ is the error term

3.12 Ethical Consideration

Prior to collection of data from the research participants permission was sought from Mount Kenya University Research Review Board and the National Commission for Science, Technology & Innovation (NACOSTI) that gives a permit for credibility to research work. The research allowed for willful participation where the potential respondents were asked to sign the consent forms. In reporting the feedback and data collected, the researcher maintained respondents' anonymity.



CHAPTER FOUR: DATA ANALYSIS, PRESENTATIONS AND INTERPRETATIONS.

4.1 Introduction

This part highlighted data analysis, presentation and interpretations of respondents' perceptions over influence of Principals' management practices and teacher job performance in Public Secondary Schools within Kesses. Data from 170 respondents was analyzed using the SPSS software after coding through Pivot tables in Excel. Tables were prepared to present the analysis and interpretation done to establish how Principals' Management Practices Influences Teacher Job Performance.

4.1.1 Response Rate

Only 170 respondents appropriately filled and returned questionnaires out of 200 copies because some were inaccurately filled while others were never returned. The questionnaires which were inaccurately filled and not returned were excluded from analysis. Therefore only 170 questionnaires were valid for manipulation. Additionally all the two county directors of education and 25 School Principals were available for interviews which represented 67.5% of those targeted for interviews. 20 Principals and two directors (representing 74% response rate) were available for in- person interviews while the rest 26 % accepted online interviews.

Information concerning the response rate is presented in the table 4.1.1:

Table 4.1.1: Response Rate

Category	Sample	Actual	Response Rate
Directors	2	2	100%
Principals	38	38	100%
Teachers	136	130	95.5%
TOTAL	176	170	92%

Source: Author (2025).

4.2 Bio Data

Biographic information of the respondents that was captured included the details on gender, age, educational level and work experience of the respondents. The information was captured using questionnaires and analyzed using pivot tables in excel and the output was

presented using tables.

4.2.1 Gender of Responses

Analyzed data from the respondents was presented as shown in table 4.2.1:

Table 4.2.1: Gender of Respondents

	Freq	%	Valid %	Cum %
Valid Male	58	34.1	34.1	34.1
Female	112	65.9	65.9	100.0
Total	170	100.0	100.0	

Source: Author (2025).

Data collected about the respondents' gender indicated that majority of the respondents were female teachers totaling 112 which represented 65.0% followed by the male teachers totaling 58 which represented 34.1%.

4.2.2 Age of Respondents

Results that were analyzed that related to the age was presented in the table 4.2.2:

Table 4.2.2: Ages of Respondents

	Frequency	%	Valid %	Cum (%)
Valid 18 to 28 years	27	15.9	15.9	15.9
29 to 39years	87	51.2	51.2	67.1
40 to 50 years	38	22.4	22.4	89.4
Above 50 years	18	10.6	10.6	100.0
Total	170	100.0	100.0	

Source: Author (2025).

Results showed that teachers aged 29 to 39 were the majority totaling 87 which translated to 51.2%.Ages 40 to 50 years totaling 38 formed the second most populous category

representing a 22.4% while ages 18 to 28 years totaling 27 was the third most populous band of respondents. Lastly respondents aged above 50 years totaling 18 respondents were the least represented group of respondents.

4.2.3 Comparison of Gender and Age

Gender and age disparities results was presented frequencies as depicted in table 4.2.3.

Table 4.2.3: Comparison of Gender and Age

		Gender		
		Male	Female	Total
	18 to 28 years	23	4	27
	29 to 39years	25	62	87
Age	40 to 50 years	7	31	38
	Above 50 years	3	15	18
	Total	58	112	170

Source: Author (2025).

Analyzed results showed that though the most dominant age bracket was 29 to 39 years with a majority being female respondents, the male respondents were deemed most populous in comparison to the female respondents at 35 against 30 respectively. However within the age bracket of 18 to 28 years female teacher totaling 30 were the majority compared to only 3 male respondents. Nonetheless, female respondents 37 and 15 within age brackets 40 to 50 and above 50 were the majority compared to 10 male respondents respectively.

4.2.4 Educational Level

Data was collected for the academic attainment of the respondents from the county director to teachers and coded using Excel. Outcomes from the analyzed data showed that 34.1% were undergraduates followed by 27.1% of the respondents with a diploma Certificate. However the least were the respondents who had advanced to a master's degree level and those with only Primary certificates representing a 5.9% respectively. Respondents with secondary certificate were 8.2%, while teachers with Doctorial certificate were 10% of the

population.

Table 4.2.4: Respondents Education Levels

		Count	Column N %
Education Level	Primary	10	5.9%
	Secondary	14	8.2%
	Certificate	15	8.8%
	Diploma	46	27.1%
	Degree	58	34.1%
	Masters	10	5.9%
	PHD Holder	17	10.0%

Source: Author (2025).

4.2.5 Work Experience of Respondents

Results of the respondents relating to their work experience in terms of years of service was analyzed and presented. A total of 64 respondents representing a 38.3% had served between 10 and 20 years, 36.5% had served between 20 and 30 years while 16.2% had served between 5 and 10 years. A further 6% had served below 5 years while 3% had served above 30 years. Generally, the category that had served for the longest period was that which had served between 10 and 20 years but the least number of respondents in service was represented by only 5 respondents who had served beyond 30 years in service. Results for Work experience was depicted using table 4.2.5:

Table 4.2.5: Work Experience of Respondents

		f	N%
Work Experience of Respondents	Below 5Years	10	6.0%
	Between 5 and 10 years	27	16.2%
	between 10 and 20years	64	38.3%
	Between 20 and 30years	61	36.5%
	Above 30 Years	5	3.0%

Source: Author (2025).

4.3 Influence of Principals' Conflict Management Strategy and Teacher Job Performance.

The researcher examined how Principals' conflict management strategy influenced teacher job performance. Descriptive statistics using frequencies, standard deviation, mean, and percentages were utilized. Ratings were based on Likert scale where SD (strongly disagree) = 1, D (disagree) = 2, UD (undecided) = 3, A (agree) = 4 and SA (strongly agree) = 5. The results were presented in table 4.3.0 below:

Table 4.3.0: Influence of Principals' Conflict Management Strategy and Teacher Job Performance.

	SD		D		UD		A		SA		Total	
	%	(f)	%	(f)	%	(f)	%	(f)	%	(f)	Mean	SD
Mediation effectively used in resolving conflict	14	(23)	15	(26)	31	(52)	26	(45)	14	(24)	3.1235	1.2317
All teachers are conversant with teacher ethical code of conduct	4	(6)	21	(35)	32	(55)	8	(13)	36	(61)	3.5176	1.2650
Teachers served with warning Letters before disciplinary action is initiated	17	(29)	24	(41)	15	(25)	10	(17)	34	(58)	3.2000	1.5369
School Principal engages parents in resolving student conflicts	11	(18)	11	(18)	17	(29)	21	(35)	41	(70)	3.7118	1.3736
Records of past conflict cases properly filed	5	(9)	25	(42)	34	(58)	6	(11)	29	(50)	3.3000	1.2726

Mean score

3.3706

Source: Author (2025).

The average point is 3.3706 in relation to the means of the five statements that relate to the analyzed results on how Principals conflict management strategies influenced the teacher performance.

Basing on a mean score of **3.3706** most of the respondents positively perceived that Principal conflict management strategy positively influenced the Teacher Job Performance.

Respondents were asked to rank their perceptions over principal conflict management strategies using pertinent questions.

Responses on whether mediation was effectively used to resolving conflict, 14%(24) of the respondents strongly agreed, 26%(45) of the respondents agreed, while 31%(52) were undecided while only 14%(23) had a strong disagreement perception. However basing on the mean score 3.3706 most of the respondents had a positive perception against those who had a negative perception. Results implied that most of the respondents were undecided with ($\bar{x} = 3.1235$ and $\sigma = 1.2317$) that mediation is partially adopted by school administrators in resolving conflicts. The findings are supported by Benoliel (2021) who established that mediation during conflict resolution partially supported school management in smoothing out acrimony.

On whether respondents were conversant with teacher code of conduct, 36 % (61) strongly agreed, 32 % (55) were undecided and only 4 % (6) strongly disagreed. Findings indicated that majority of the respondents with ($\bar{x} = 3.5$ and $\sigma = 1.2650$) had a positive perception and in agreement that awareness in teacher ethical code of conduct had an impact on performance. The results are buttressed by Shikokoti, (2024) who established that teachers

job effectiveness was made simpler because of the preexisting code of conduct as stipulated in the teachers act. Teachers are guided by the code which stipulates on how they conduct and offer services which helps to minimize conflict.

On whether teachers were served with warning letters before any disciplinary action, 34 % (58) of the respondents strongly agreed, 15 % (25) were undecided and only 17 % (29) strongly disagreed. The results indicate that more of the respondents ($\bar{x} = 3.2$ and $\sigma = 1.5369$) had a strong positive belief that by warning teachers engaged in conflict was adequately used to mitigate conflict and ultimately teachers became more effective in their undertakings. The findings are supported by Malonza, (2020) whose findings suggest that individuals in conflict should first be warned, then engaged in conflict resolution process through peer counseling before facing a discipline committee.

On whether Principals filed records of past conflict cases, 29% (50) of the respondents strongly agreed, while 34 % (58) remained indifferent and only 5 % (9) of the respondents disagreed that records are never filed. These findings with a mean ($\bar{x} = 3.3000$ and $\sigma = 1.2736$) suggest that most of the respondents positively perceived that all cases of conflict were filed for future reference. The result is supported in findings of Gambo (2020) that a record of rewards and discipline action of each individual employee was important in addressing conflict within a school since the concerns of an individual teacher can be easily traced.

4.3.1 Hypothesis Testing

Pearson correlation was used to test the hypothesis at a significance $\alpha = 0.01$. The calculated values of the correlation were then summarized in the correlation matrix as displayed in table 4.3.1:

Table 4.3.1: Correlation between Principal Conflict Management Strategy and Teacher Job Performance

		Principal Management Strategy	Conflict Teacher Performance	Job
Principal	Pearson Correlation	1	.736**	
Conflict	Sig. (2-tailed)		.000	
Management	N	170	170	
Strategy	Pearson Correlation	.736**	1	
Teacher	Sig. (2-tailed)	.000		
Job	N	170	170	
Performance				

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

Source: Author (2025).

The researcher adopted the above inferential statistics analysis to test the hypothesis.

Results indicated existence of a strong positive significant correlation $r(168) = (0.736, P < 0.000)$ between Principal conflict management strategy and Teacher Job Performance. Therefore the null hypothesis was rejected implying that Principals Conflict Management Strategies effectively translated to better Teacher Job Performance. This finding is supported in a similar study which established that a strong significant positive relationship exists between principal supervision tactics and teacher job efficacy (Shikokoti, 2023). The study indicated that supervision is more effective if well planned, intended and executed on time in full awareness of all the concerned parties which helps to lessen conflicts.

4.3.2 Qualitative Findings on Principal Conflict Management Practices and Teacher Job Performance.

Data collected on how Principals manage conflict was coded using NVivo a qualitative data analysis tool. From the coded data, themes were drawn from the face to face and online interviews. Most of the Principals agreed that they frequently encountered conflicts between teacher and administrators and between teachers and students. Interpersonal conflict was

commonly associated with divergence in opinion as well as friction from a mix of different cultures since schools draw individuals from different backgrounds. Principals interviewed alluded that many conflicts arose between teachers and Principals occasionally emanated from teacher professional negligence. Moreover since conflict has adversely manifested itself within schools, it cannot be completely eliminated but it can only be minimized. According to the analyzed interviews, the most favored mode of conflict management was collaboration where teachers were involved in resolving conflicts. Though there was no one ideal way of resolving conflicts most of the Principals were of the opinion that resolving conflict anchors conducive working environment which enhances teacher productivity.

4.4 Influence of Principals' Motivation Strategy on Teacher Job Performance.

Results of the analysis on how Principals motivation strategy influences teacher job performance is displayed in table 4.4.0:

Table 4.4.0: Influence of Principals' Motivation Strategy on Teacher Job Performance.

	SD		D		UD		A		SA		Total	
	f	%	f	%	f	%	f	%	f	%	Mean	SD
School academic excursions are mandatory for all stakeholders	(27)	16	(41)	24	(33)	19	(59)	35	(10)	6	2.9059	1.2077
Principal often promotes teachers into various levels	(103)	61	(40)	24	(17)	10	(10)	6	(0)	0	1.6118	.8917
Best performing teachers are awarded	(26)	15	(57)	34	(34)	20	(37)	22	(16)	9	2.7647	1.2225
Certificates awarded to extraordinary Teacher Job Performance	(77)	45	(52)	31	(19)	11	(18)	11	(4)	2	1.9412	1.0971
Weighted Mean											2.4471	

Source: Author (2025).

Table 4.4.0 shows that the mean score is **2.4471** in relation to the means of the five statements that relate to the analyzed results on how Principals motivation strategies influenced the teacher job performance.

Basing on the Mean score of **2.4471** most of the respondents negatively perceived that Principals motivation strategies positively influenced the Teacher Job Performance.

Respondents were asked to rank their perceptions over Principals motivation strategies using pertinent questions.

On making School academic excursions mandatory for all stakeholders had an impact on Teacher Job Performance; Only 10(6%) of the respondents strongly agreed, 59 (35%) of the respondents agreed, while 33(19%) were undecided, 41(24%) disagreed and 27(16%) had a strong disagreement perception. However basing on the mean score of 2.4471 most of the respondents 59 had a positive perception against those who had a negative perception .Results implied that some of the respondents were undecided ($\bar{x} = 2.9059$ and $\sigma = 1.2077$) that all stakeholders mandatory engagement in school excursions improved Performance of teachers. Mwalimu (2020) equally established that about 10% of administrators use school excursions to improve motivate teachers.

On how often the Principal promotes teachers to oversight different roles, 103 (61%) strongly disagreed, 40(24%) disagreed, while 17(10%) were undecided and only 6 strongly agreed. Findings indicated that majority of the respondents with ($\bar{x} = 1.6118$ and $\sigma = 0.8917$) had a negative perception that Principals often promotes teachers as an incentive to boost Performance. The results are supported by Mutimba, (2020) who established that Principals who did no support teacher professional growth registered dismal academic performance which is attributable to poor Teacher Job Performance. Moreover teacher job dissatisfaction was reported among teachers in lower cadres that had stagnated without promotion for many

years (Chimuche et al., 2023).

On whether best performing teachers were rewarded, 16(9%) strongly agreed, 34(20%) were undecided, 57(34%) disagreed and only 26(15%) strongly disagreed. The results indicate that more of the respondents ($\bar{x} = 2.7647$ and $\sigma = 1.2225$) disagreed that teachers with exemplary performance were rewarded. The findings are supported by Linero-Racines et al., (2023) whose findings suggest that teachers who are not well rewarded for good performance became discouraged and demotivated which impacted on their job performance.

On whether certificates were awarded to extraordinary teacher performance, 77(45%) strongly disagreed, 19(11%) were undecided and 4(2%) strongly agreed that certificates were awarded. These findings with a mean ($\bar{x} = 1.9412$ and $\sigma = 1.0971$) suggest that most of the respondents perceived that Principals rarely awarded certificated of excellence to best job performing teachers. The result is supported in findings of Gambo (2020) that Principals seldom issued certificates as a way of motivating teachers.

4.4.1 Hypothesis Testing

The hypothesis testing was done using Pearson correlation at a significance $\alpha = 0.01$. The calculated values of the correlation were then summarized in the correlation matrix table 4.4.1:

Table 4.4.1: Correlation between Principal motivation Strategy and Teacher Job Performance

		Teacher Performance	JobPrincipal Strategy	Motivation
Teacher Performance	Job Pearson	1	.711**	
	Correlation			
	Sig. (2-tailed)		.000	
	N	170	170	
Principal Strategy	Motivation Pearson	.711**	1	
	Correlation			
	Sig. (2-tailed)	.000		
	N	170	170	

** . Significant at the 0.01 level (2-tailed).

Source: Author (2025).

The researcher adopted the above inferential statistics analysis to test the hypothesis.

Results obtained in table 4.4.1 indicated that a strong significant correlation existed $r(168) = (0.711, P < 0.000)$ between Principal motivation strategy and Teacher Job Performance. Consequently the null proposition was rejected suggesting that Principals motivation strategies effectively led to better Teacher Job Performance. This finding is supported in a similar study which established that principal motivation strategies and teacher job effectiveness correlate within public secondary schools (Anand et al., 2023). The study indicated that intrinsic and extrinsic motivators induced teachers to efficiency. The motivators encouraged better teacher effectiveness.

4.4.2 Qualitative Findings on Principal Motivation Strategy and Teacher Job Performance.

School Principals were interviewed on the type of motivation and incentives they accorded their teachers. Thematic analyzed information drawn from teachers' responses revealed that Principals relied on moral persuasion as a way of motivating teachers to work. Though only 3 Principals agreed that they used monitory incentives to motivate teachers, the weight of

financial rewards cannot be underestimated. Incentives offered to teachers were limited to day schools as compared to boarding schools where all the 10 Principals interviewed from boarding schools admitted offering meals and free housing to teachers. However teachers were well organized through their welfare departments where they shared well any donations and gifts from the external community. Principals supported the idea that teachers Welfares highly influenced teachers to work more effectively. Lastly, Most of the Principals believed that despite financial challenges, motivating teachers improved Teacher Job Performance.



4.5 Influence of Principals’ Professional Development Strategy on Teacher Job Performance.

Results of the analysis of how Principals professional development strategy influences Teacher Job Performance is shown in table 4.5.0:

Table 4.5.0: Influence of Principals’ Professional Development Strategy on Teacher Job Performance.

SD	D	UD	A	SA	Total
f %	f %	f %	f %	f %	Mean SD

Principal encourages teachers to enroll for advanced studies	10(6)	47(28)	57(34)	56(33)	0 (0)	2.9353	3.9176
Teachers fully attend TPAD training programs to develop their skills	12(7)	51(30)	47(28)	14(8)	46(27)	3.1824	1.3130
Teachers engage in new CBC retooling workshops	22(13)	34(20)	52(31)	44(26)	18(11)	3.0118	1.1867
Academic professionals invited to coach teachers	1 (1)	17(10)	50(29)	96(56)	6 (4)	3.5235	7.474
CSO Visitations	34(20)	15(9)	38(22)	39(23)	44(26)	3.2588	1.4485
Weighted Mean							3.1826

Source: Author (2025).

The researcher sought to examine whether Principals encourage teachers to enroll for advanced studies. Findings indicated that 10(6%) respondents strongly disagreed, 47(28%) disagreed, 57(34%) were undecided, 56(33%) were in agreement and none of the respondents strongly agreed. Basing on the average score of 3.1826 against 2.9353 it implied that most of the respondents positively perceived that indeed Principals encourage teachers within their schools to attain further education which improves their teaching skills and overall performance. This finding is similar to the finding by Nguyen (2021) that professional development of instructors is important since they refresh their knowledge. The skills acquired can be through facilitators in seminars, webinars and workshops. Furthermore such skills should be related to the classroom curriculum implementation.

On whether teachers fully attended professional appraisal and development training, results indicated that 46(27%) of the respondents strongly agreed, 14(8%) agreed 47(28%) were undecided while only 12(7%) strongly disagreed that teachers fully attended TPAD training. Basing the findings with a mean of 3.1824 and standard deviation of 1.1310 against the mean score of 3.1826 indicate that the respondents positively supported that most

teachers attended TPAD training which in turn improved the Teacher Job Performance. A similar result established that professional development among education policy makers, education administrators and teachers supports Teacher Job Performance (Nguyen 2021).

On whether teachers engage in new Competency Based Curriculum retooling workshops 18(11%) strongly agreed 44(26%) agreed 52(31%) were undecided 34(20%) disagreed 22(13%) strongly disagreed. Conversely basing on a mean of 3.0118 and a standard deviation of 1.1867 against the mean score of 3.1826 this result implied that most of the respondents believed that teachers actually attended CBC retooling workshops to improve their skills. This finding is reinforced by Nguyen (2021) who revealed that engaging professionals in training whether online and face to face improved organizational performance. Moreover Denis & Mudulia (2019) find that whenever staff were allowed to attend enough TPD seminars, courses and in-service training students showed improved performance in KCSE.

Respondents perception on whether Professional trainers were invited to train the teacher indicated that 6(4%) Strongly agreed, 96(56%) agreed, 50(29%) were undecided, 17(10%) disagreed and 1(1%) strongly disagreed. Moreover the results revealed that ($\bar{x} = 3.5235$ and $\sigma = 0.7474$) against the mean score 3.1826 that most of the respondents positively perceived that Professional trainers were invited to train the teachers which positively impacted their Teacher Job Performance. This finding is supported by Gambo, (2020) who conducted a study on head teachers governance strategies where it was established that regular invitation of teacher trainers from the ministry of education and institutions of higher education motivated teachers to improve in their job performance. Engaging the services of seasoned teacher trainers supports integration of new teaching approaches which support curriculum implementation.

On whether education curriculum support officers visited and inspected curriculum implementation in schools 44(26%) strongly agreed, 39(23%) agreed, 38(22%) were undecided, 15(9%) disagreed and 34(20%) strongly disagreed. Considering that 44 and 39 respondents had a strong positive perception that curriculum support officers visited schools, the findings indicate that such inspections are key in amplifying Teacher Job Performance. Regular inspection ensures that teachers are alert in following the laid down curriculum and integrate the new policies as advised by the curriculum officers. Additionally, the finding ($\bar{x} = 3.2588$ and $\sigma = 1.4485$) support the role of curriculum support officials. This finding is similar to Odhiambo (2023) findings that teacher involvement in curriculum review and implementation supported teacher classroom effectiveness which contributed to improved academic scores of students in science subjects.

4.5.1 Hypothesis testing

The hypothesis testing was done using Pearson correlation at significance $\alpha = 0.01$. The calculated values of the correlation were then summarized in the correlation matrix table 4.5.1:

Table 4.5.1: Correlation between Principal Professional Development Strategy and Teacher Job Performance

		Teacher Performance	JobPrincipal Development Strategy	Professional
Teacher Performance	JobPearson	1	.567**	
	Correlation			
	Sig. (2-tailed)		.000	
	N	170	170	
Principal Professional Development	Pearson	.567**	1	
	Correlation			
	Sig. (2-tailed)	.000		

Strategy	N	170	170
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** . Correlation is significant at the 0.01 level (2-tailed).

Source: Author (2025).

The researcher adopted the above inferential statistics analysis to test the hypothesis.

Results depicted a significant positive correlation $r(168) = (0.567, P < 0.000)$ between Principal professional development strategy and Performance. Therefore the null hypothesis was rejected implying that Principals professional development strategies effectively lead to better teacher performance. This finding is sustained in a similar study which recognized that a positive relationship exists between principal professional development strategies and teacher effectiveness (Odhiambo, 2023).

4.5.2 Qualitative Findings on Principal Professional Development Strategy and Teacher Job Performance.

Most Principals, 24 confirmed that they had informed teachers on the need to engage in Professional Development training Programs though they were challenged since the government was not funding the Program. Principals agreed they appointed teachers to serve in various capacities but teachers extra responsibilities were not recognized by the teachers' service commission (Shikokoti 2023). Thus, most of the Principals observed that teacher Professional development was undermined which negatively impacted on Teacher Job Performance.

4.6 Influence of Principals' Communication Strategy on Teacher Job Performance.

Teachers were offered an opportunity to expressly provide their opinions over Principal communication strategy and teacher performance. The results are as displayed in the table

4.6.0:

Table 4.6.0: Principals' Communication Strategy on Teacher Job Performance.

	SD	D	UD	A	SA	Total	Std.
	f %	f %	f %	f %	f %	Mean	Dev.
Communication policy clearly stated	25(15)	33(19)	52(31)	34(20)	26(15)	3.0176	1.2662
Feedback is effectively delivered to respective entities	6 (4)	42(25)	54(32)	47(28)	21(12)	3.2059	1.0597
Visitors are served promptly	13(8)	43(25)	52(31)	42(25)	20(12)	3.0765	1.1305
Clear communication chain of command outlined	10(6)	42(25)	50(29)	37(22)	31(18)	3.2176	1.1791
Communication protocols between teaching and non-teaching staff outlined	9 (5)	38(22)	60(35)	41(24)	22(13)	3.1706	1.0825
Weighted Mean						3.1375	

Source: Author (2025).

From the presentation 26 (15%) strongly agreed with the assertion that their principal is clearly stipulated for all communication mechanisms and 34(20%) of the teachers agreed with the statement. 25 (15%) strongly disagreed, compared to 33 (19%) who disagreed while 52(31%) were undecided. Evidently the figure informs Principals to act diplomatically in resolving conflicts. This finding ($\bar{x} = 3.0176$ and $\sigma = 1.2662$) against a mean of 3.1375 clearly demonstrates that many Principals have clear communication channels that are used by teachers within their curriculum implementation which contributes to better teacher performance. Having a clear code and policy of communications within the school supports teacher effectiveness in delivering information which uplifts teacher performance. This result is supported by Wiyono et al., (2019) argument that having a clear spelled

communication policy integrated with novel information technologies leads to improved academic outcomes of learners.

Respondents views towards effective transfer of feedback indicated that 12(21%) strongly agreed, 28(47%) agreed, 54(28%) were undecided, 42(32%) disagreed and only 4(6%) strongly disagreed. This finding ($\bar{x} = 3.2059$ and $\sigma = 1.0597$) shows many respondents had a positive perception that feedback was effectively communicated between teachers, parents, administration and pertinent stakeholders. Feedback during curriculum implementation brings reassurance which leads to effective academic outcomes. Muinde (2024a) is of consensus and recommends that constructive feedback supports teachers with actionable insights which improves learner out comes.

Responses on how fast the visitors received services indicated that 20(12%) respondents strongly agreed, 42(25%) agreed, 52(31%) were undecided, 43(25%) disagreed and only 13(8%) strongly disagreed. Therefore most of the respondents ($\bar{x} = 3.0765$ and $\sigma = 1.1305$) with a mean score of 3.1375 positively perceived that visitors were promptly served. Clients who visit the schools for whatever reason should be timely served to minimize time wastage. Equally most of the respondents believed that teachers' needs and demands were adequately served on time which led to efficiency in their services. Similar sentiments are exuded by Kaluma (2017) who noted that serving clients on time helped to ease interpersonal conflicts and eliminate associated frustrations which may arise. Moreover, happy clients develop loyalty and endeavor to support the teacher which improves teacher performance.

On having a clear communication chain of command 31(18%) of the respondents strongly agreed, 37(22%) agreed, 50(29%) were undecided, 42(25%) disagreed while only 10(6%) strongly disagreed. This finding with ($\bar{x} = 3.2176$ and $\sigma = 1.1791$) against a mean score

3.1375 indicates that the school Principals have a well-defined chain of command within schools. A good chain of command supports effective delivery of services which minimizes duplication of duties and controls confusion. This finding is buttressed by a similar study carried out by Muinde (2024b) who established that a clear chain of command contributes to better Teacher Job Performance.

On whether a communication protocol existed between teaching and subordinate staff 22(13%) strongly agreed, 41(24%) agreed and only 9(5%) strongly disagreed. This result with $\bar{x} = 3.2176$ and $\sigma = 1.1791$) and a mean score 3.1375 indicates that most of the respondents supported the statement that communication between teachers and non-teaching staff was based on a guided protocols. The sentiments infer that those who strongly agreed believe that verbal and social media communication is designed enhance teacher job performance. Neiroukh et al., (2024) hold a similar view that excessive communication particularly through social media is more likely to be destructive. Therefore there has to be control on the avenues of communication between teachers, students and support staff to minimize undesirable injurious information.

4.6.1 Hypothesis Testing

The hypothesis testing was done using Pearson Correlation at significance $\alpha = 0.01$. The calculated values of the correlation were then summarized in the correlation matrix table 4.6.1:

Table 4.6.1: Correlation between Principal Communication Strategy and Teacher Job Performance

	Teacher Performance	JobPrincipal Communication Strategy
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Teacher	Job	Pearson	1	.739**
Performance		Correlation		
		Sig. (2-tailed)		.000
		N	170	170
Principal		Pearson	.739**	1
Communication Strategy		Correlation		
		Sig. (2-tailed)	.000	
		N	170	170

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

Source: Author (2025).

The researcher adopted the above inferential statistics analysis to test the hypothesis.

A strong significant correlation perceived $r(168) = 0.739$, $P < 0.000$ between Principals' Communication Strategy and Teacher Job Performance. Therefore the null hypothesis was rejected implying that Principals' Communication Strategy effectively leads to better Teacher Job Performance. This finding is supported in a similar study which established that a strong significant positive relationship exists between Principals' communication strategy and teacher job performance in cases that enhanced their communication mechanisms (Muinde, 2024b).

4.6.2 Qualitative Findings on Principal Communication Strategy and Teacher Job Performance.

Results of Principals interviewed showed that most Principals were aware of codes of communication though the school codes of communication were informal. Similarly, communications policies existed but were neither in policy or availed to the teaching and non-teaching staff. On group assembly, Principals believed that use of social media applications were important tools that enabled teachers to communicate with their students and parents. However most of the Principals admitted that verbal was more preferable during

school assembly and staff meetings.

4.7 Teachers' Job Performance

Teachers opinions and views over teacher job performance were provided using questionnaires. The results are displayed in the table 4.7:

Table 4.7: Teacher Job Performance

	SD	D	UD	A	SA	Total	Std.
	f	%f	%f	%f	%F	%	Mean Dev.
Teacher's effectively manage learner behavior during curriculum implementation	(65)38	(8)5	(5)3	(15)9	(77)45	3.1824	1.8611
Assessment and evaluation meet the most current standards	(4)2	(24)14	(10)6	(24)14	(108)64	4.2235	1.1954
Teachers never abscond lessons	(14)8	(50)29	(58)34	(21)12	(27)16	2.9824	1.1791
Teachers Clock in and out on stipulated times.	(40)24	(62)36	(30)18	(31)18	(7)4	2.4294	1.1555
Teachers adequately cover the syllabus	(44)26	(42)25	(1)1	(8)5	(75)44	3.1647	1.7565
mean score							3.1965

Source: Author (2025).

Teacher responses on whether teachers effectively managed learner behavior during curriculum implementation revealed that 77(45%) Strongly agreed, 5(3%) were undecided and only 8(5%) disagreed. This finding with $\bar{x} = 3.1824$ and $\sigma = 1.8611$) and a mean score 3.1965 indicate that majority of the respondents managed learner discipline when teaching and away from classroom setting. Peddell et al., (2020) established that Principals attained sustained improvement results because teachers were committed to enforcing discipline among learners during learning. During curriculum implementation, learners were reminded about the benefits of maintaining high moral standards an act which improved their focus on academics.

Similarly on whether the school assessment and evaluation met the current set standards,

108(64%) strongly agreed and only 4(2%) strongly disagreed implying that most schools carried out examinations assessments in strict adherence to set standards. This finding with ($\bar{x} = 4.2235$ and $\sigma = 1.1954$) signifies that most of the respondents strongly agreed that teachers were effective in their jobs in relation to examinations implementation and delivery. This finding is supported by the findings that schools which adhere to the national examinations standards usually perform better than schools which contravene such standards (Rose 2020).

On whether teachers absconded lessons, 27(16%) of the respondents strongly agreed, 58(34%) were undecided, 50(29%) disagreed, and 14 (8%) strongly disagreed. This finding with ($\bar{x} = 2.9824$ and $\sigma = 1.1791$) indicate that majority of the respondents perceived negatively the rate at which teachers attended to their lessons. It implied that most of the teacher performed below par as some deliberately missed lessons. This finding is supported by findings of Mwalimu, (2020) which indicated that teachers in some schools missed over 90% of lessons a situation which contributed to poor learner academic achievement.

On how teachers clocked in and out of school, 18(7%) of the respondents strongly agreed that in deed teachers clocked in on time. However 62(36%) disagreed meaning that majority of teachers reported late for work which lead to undesirable Teacher Job Performance like delays in lesson attendance. Similar sentiments are shared in the findings of Alemu, (2023) who established that delay in lesson attendance was strongly correlated to teacher reporting time.

On whether the syllabus was covered on time, 75(44%) strongly agreed while only 44(26%) of the respondents disagreed. This finding ($\bar{x} = 3.1647$ and $\sigma = 1.7565$) implies that teachers covered their syllabus on time which improved their job performance. Denis & Mudulia (2019) offer a similar opinion that timely syllabus coverage paved way for revisions

which contributed to learner outcomes.

4.8 Regression Analysis

Multiple linear regression analysis using SPSS was conducted to examine how the independent variables influenced Teacher Job Performance. Data was analyzed using all the four independent variables. Table 4.8.1 shows the model summary:

Table 4.8.1: Regression Analysis Model Summary

Model	R	Adjusted R Square	R Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig.
1	.825 ^a	.680	.44861	.680	87.626	4	165	.000

Predictors: (Constant), Principal Communication Strategy, Principal Conflict Management Strategy, Principal Motivation Strategy, Principal Professional Development Strategy

Presented facts indicated a positive relationship ($R = 0.825$, $P = 0.00$) between the selected Principal Management Practices and teachers job performance. This means that independent variables explained 82.5% percent variance in the teachers' job performance. This implied that teachers' job competence was significantly explained by the independent variables.

4.8.2 Analysis of Variance (ANOVA)

One way analysis of variance was performed to determine the significance of the regression model as shown in the table 4.8.2:

Table 4.8.2: Analysis of Variance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	70.539	4	17.635	87.626	.000 ^b
Residual	33.207	165	.201		
Total	103.746	169			

a. Dependent Variable: Teacher Job Performance.

b. Predictors: (Constant), Principal Communication Strategy, Principal Conflict Management Strategy, Principal Motivation Strategy, Principal Professional Development Strategy

Presented facts in the table showed that regression effect is statistically significant: $F(4,165) = 87.62, p=.000$. More over the statistical significance is less than P-critical value (0.05) which implies that we can be 95% confident that Principal management practices influences teacher job performance. Therefore Principal Communication Strategy, Principal Conflict Management Strategy, Principal Motivation Strategy and Principal Professional Development Strategy significantly influence Teacher Job Performance.

4.8.3 Coefficients of Correlation

Findings of the analysis of coefficient of correlation were as shown in table 4.8.3:

Table 4.8.3: Coefficients of Correlation

Model	Unstandardized Coefficients		Standard Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	.788	.157		5.008	.000
Principal Conflict Management Strategy	.428	.062	.459	6.895	.000

Principal Motivation Strategy	.300	.069	.317	4.319	.000
Principal Professional Development Strategy	-.156	.074	-.164	2.108	.037
Principal Communication Strategy	.227	.084	.284	2.698	.008

Dependent Variable: Teacher Job Performance.

Table 4.8.3 shows that out of the four independent variables that displayed significant relationships, Principal Conflict Management Strategy ($\beta=.428$, $p = 0.000 < 0.05$) had the highest influence on Teacher Job Performance while Principal Professional

Development Strategy ($\beta= -0.156$, $p = 0.037 < 0.05$) had the lowest negative influence on the independent variable meaning that a unit change in principal's professional development strategy would reduce the Teacher Job Performance by $- 0.156$ units. Such an inverse relation implies that Principal professional development strategy has undesirable effects on Teacher Job Performance. However Principal motivation strategy ($\beta=0.300$, $p = 0.000 < 0.05$) positively influenced teacher performance since a unit change resulted in 0.3 unit change in Teacher Job Performance. Additionally, principal communication strategy ($\beta= 0.227$, $p = 0.008 < 0.05$) unit change positively increased teacher performance by 0.227 units. In summary, the regression equation is simplified as:

$$Y = 0.788 + 0.428X_1 + 0.3X_2 - 0.156X_3 + 0.227X_4 + \epsilon$$

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This part laid out a succinct presentation of study finding, conclusion, recommendation and suggestions in summary for next level research.

5.2 Summary of The Study

The main concept that was investigated entailed an examination of how Principals management practices influence teacher's job performance in public secondary schools in Kesses Sub County. Specifically it was hinged on four objectives: to examine the influence conflict management practices, professional development, motivation and communication strategies. Literature was reviewed basing on study objectives, research gaps, theoretical framework and conceptual frame.

5.3 Summary of the Findings

5.3.1 To examine the influence of Principals' conflict management practices on teachers' performance

Findings from the descriptive analysis showed that most of the respondents approved that Principals conflict management strategies influence teacher performance with a mean score 3.3706. Moreover the results of the correlation test showed $r(168) = 0.736, P = 0.000 < 0.005$ implying a strong significant positive influence of Principals' conflict management approaches to teacher work performance.

5.3.2 To establish the influence of Principals' motivation strategy on teachers' performance

Findings showed that majority of the respondents were skeptical with a mean score of 2.4471 that Principals adequately employed motivation to support Teacher Job Performance. Furthermore most of the teacher respondents disagreed that Principals often promoted them to supervisory duties within their institutions. Results similarly indicated that Certificates of

merit were seldom awarded in recognition of exemplary teacher performance. However further inferential analysis using the Person coefficient of correlation showed a positive correlation between Principals motivation strategy and teacher performance $r(168) = (0.711, P = 0.000 < 0.05)$.

5.3.3 To find out the influence of Principals' teacher professional development practices on teachers' performance

Outcomes specified that most of the respondents believed that professional strategies adopted by school Principals highly influenced teacher performance with an aggregated mean of 3.1826. Additionally, inferential analysis results of the coefficient of correlation $r(168) = 0.567, P = 0.000 < 0.05$ revealing a strong positive substantial relation that an increase in deployment of teacher professional development strategies would equally yield higher performance outcomes.

5.3.4 To evaluate the influence of Principals' communication strategy on teachers' performance

Results indicated that most of the respondents believed that Principals communication strategy highly influenced teacher performance with an aggregated mean of 3.1375. Additionally, inferential analysis results of the coefficient of correlation $r(168) = 0.739, P = 0.000 < 0.05$ revealing a strong positive significant relation that an increase in deployment of Principals communication strategies would equally yield higher teacher job performance outcomes.

5.4 Conclusion

Principals of public secondary schools should appropriate conflict management mechanisms in conflict resolution since the results obtained from the analysis indicate that strategies

adopted by Principals greatly determine the job effectiveness of teachers. According to the findings Principals should intensify their efforts in creating teacher awareness in relation to teachers' ethical code of conduct and support the use of mediation in resolving conflict. Kariuki et al., (2023a) advocated for mediation as a standard mode in conflict resolution to improve teacher productivity in secondary schools. Moreover warning teachers in writing before undertaking drastic disciplinary measures lessens acrimony which boosts teacher confidence on how conflict is managed. Lastly, engaging parents in managing conflict was strongly perceived as an avenue which supports conflict resolution. Involving parents' bridges the gap between students and teachers which builds the teacher confidence by minimizing unfounded student allegations over their teachers.

On how Principals' motivation strategy influenced Teacher Job Performance, results indicate that Principals should endeavor to assign responsibilities, promote and motivate teachers without prejudice and discrimination. Promoting teachers has the effect of strengthening teacher morale which positively contributes to positive Teacher Job Performance. Similar sentiments are shared by Tony, (2023) that when teachers ambitions are supported by the government policies Teachers Job Performance improves. Moreover results showed that certificates were seldom awarded to recognize and complement outstanding teacher job performance. Such certificates normally serve as evidence of responsibility which increases the chances of a teacher being promoted. Generally, the results rejected the null hypothesis because the correlation between Principal motivation strategies and teacher job performance was significantly positive.

Findings on school principal professional development and Performance clearly demand that school administrators should deploy sound and robust Professional development strategies since such strategies encouraged teachers to perform better in their curriculum

implementation. By encouraging teachers to enroll for vocational training and advancing their studies Principals foster teacher's professional skills development which is used by teachers in curriculum implementation. Though most of the respondents agreed on engaging in teacher professional development trainings, some were skeptical on how the Principals selectively allowed them to engage in CBC retooling in preparation of the new Competence based curriculum dispensation. Nonetheless by deploying curriculum support officials to monitor curriculum implementation is crucial in supporting Teacher Job Performance. Similarly by inviting experts in professional development steer teachers into realization of the importance of self-appraisals.

Principal communication strategy supports flow of information between all education stakeholders. Thus, findings of this study show that having a clear communication policy facilitate seamless communication between teachers and students as well as support staff. Additionally efficient communication channels such as use of phone calls may be used to clarify issues which minimizes conflict and contributes to positive Teacher Job Performance. Moreover where robust communications channels such as email and social media platforms are employed, miscommunication and insensitive communication is minimized. The use of communication protocols in this case creates boundaries and clear formal way of communication which is limited for the concerned parties, thus enhancing individual privacy to information.

5.5 Recommendation

Recommendations for the study were laid out in relation to practice to Education Policy makers, teachers, students and other stakeholder. Lastly recommendation was made for further research

5.4.1 Recommendations for Practice

Teachers service commission to ensure that aspiring and serving school Principals are equipped with administrative and conflict resolution skills. Secondly the curriculum support officials and county directors of education should use the internet to monitor and evaluate teacher job performance. Thirdly school boards of management should endeavor to make a financial budget allocation for teacher motivation. Fourth, teachers unions should agitate for better teacher scheme of service that can streamline the process of teacher promotion. Lastly, all teachers should be offered an opportunity to engage in curriculum transformation such as the switch from KCSE to CBC

5.4.2 Recommendations for Practice

Principals of schools should develop teacher guidance and counseling groups to support teacher welfare. Secondly Principals should avail facilities where mothers with young children can interact with their children during daytime. Thirdly, school Principals should prioritize awarding of complementary certificates to recognize every teacher's efforts.

5.4.3 Recommendations for other Educational Stakeholders

The ministry of education should liaise with the ministry of communications to ensure that all schools have ICT infrastructure including internet connectivity. Secondly, the government should put in place mechanisms to ensure that remotely located schools are accessible. Lastly, the school neighboring communities and local politicians should hold joint meetings with the school Parent Teachers Association to support teacher's efforts.

5.5 Suggestion For Further Research

Future research should investigate Principal emotions towards Teacher Job Performance. Secondly, more research should be done to evaluate Principal Management Strategies in Private schools. Lastly future research should be based on novel methods of data analysis

like artificial intelligence for credibility.



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APPENDICES

Appendix 1: Letter of Introduction

Mary Nyakio Njiru

P.o Box 5030

Nairobi.

TO WHOM IT MAY CONCERN

Dear sir/Madam,

RE:DATA COLLECTION FOR THE STUDY OF INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON TEACHERS JOB PERFORMANCEIN PUBLIC SECONDARY SCHOOLS IN KESSES SUBCOUNTY,UASIN GISHU KENYA.

I hereby request for permission to undertake a study within your area of Jurisdiction.

I am a Kenyan citizen holding a national identification card no 31556073 and undertaking a research project for the award of the degree of Master of Education Management and Leadership of the Mt. Kenya University.

Currently, the study is focused to collect data from respondents within Kesses sub-county. I therefore request for you cooperation during data collection with assurance that all data collected will be treated with utmost confidentiality restricted to this research. Further respondents Personal details and private conversations will be regarded as confidential.

Thank you in advance.

Yours Sincerely

Appendix 1.1: Research Consent Form

Researcher: Mary Nyakio Njiru REG. NUMBER: **MED/2023/64330**

TITLE OF STUDY: INFLUENCE OF PRINCIPALS’ MANAGEMENT PRACTICES ON TEACHERS JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KESSES SUB COUNTY

INSTRUCTIONS:

- 1. Read keenly the entire content of this form**
- 2. Mark with a tick in each of the boxes accordingly.**
- 3. You are free to seek ant clarification for anything that is not clear.**
- 4. Endorse a signature at the end**

I understand the purpose of this research after an in-depth explanation by the researcher.

I am cognizant that I will selflessly offer valid information with my full consciousness.

I know that I have liberty to drop from this study at one point should it become necessary.

I realize that the information I will offer will be treated with privacy and I will remain anonymous in any writing or publication begotten from this study.

I am in comprehension of the fact that this study will not attract any form of monetary or material compensation. Without any coercion I offer my consent to give information on this research.

RESEACHER

Signature:

Date:

RESPONDENT

Signature:

Date:

Appendix 1.2: Interview Guide for Principals

Do you accept this interview? YES () NO ()

Section A: Principal Demographic Information

1. Please what is your highest level of education?

.....
.....

2. What is your length of service as principal?

.....
.....

3. How long have you served in this school?

.....
.....

4. Have you attended any senior management course no lasting less than 6 weeks?

.....
.....

Section B: Conflict Management

1. Do you encounter any conflicts?

.....
.....

2. How often do you resolve conflicts?

.....
.....

3. Which conflict management do you prefer (Avoidance, Competition, collaboration, compromising)

.....
.....

4. How has conflict management improved your Teacher Job Performance?

.....
.....

Section C: Motivation Practices

1. Which is type of motivation do you apply in enhancing teacher performance?

.....
.....

2. How often do you offer incentives to you teachers?

.....
.....

3. In which way do you share motivation from outside the school?

.....
.....

4. How does motivating teachers improve their academic performance?

.....
.....

Section D: Professional Development

1. Which are the most preferred ways of promoting teacher professional development?

.....
.....

2. How is professional development and assessment done in your school?

.....
.....

3. Why is professional development important to the school?

.....
.....

4. How does professional development improve teacher’s job performance?

.....

.....

Section E: Communication

1. What are the acceptable codes of communication within your school?

.....
.....

2. Which policy guides communication in school?

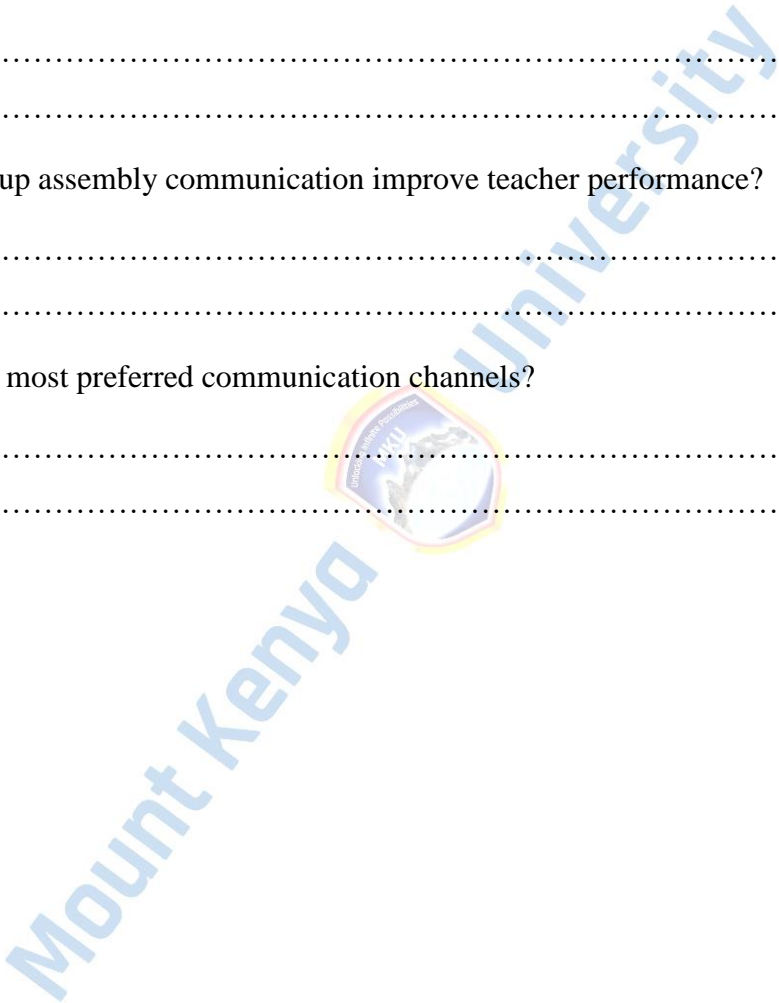
.....
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3. How does group assembly communication improve teacher performance?

.....
.....

4. Which are the most preferred communication channels?

.....
.....



Appendix 1.3: Questionnaire for Teachers

Part A: Demographic Information

1. Gender of the respondent?

Male

Female

Others

2. Age of the respondent?

18 to 28 years

29 to 39 years

40 to 50 years

Above 50 years

3. Indicate your highest academic qualification.

Primary level

Secondary level

Certificate holder

Diploma holder

Degree holder

Masters holder

PhD holder

4. What is the highest responsibility in school?

Principal

Deputy Principal

Head of Department

Teacher

Part B: Principals Management Practices

The following statements relate to the influence of Principals Management Practices on teacher performance. You are requested to present your perception over the statements:

1. State the ratings that you give each statement On Principals' Conflict Management Strategy on Teacher Job Performance. Using the Likert scale.

Ranges: 1 –Strongly Disagree, 2 –Disagree, 3 –Undecided, and 4-Agree 5-strongly Agree

Conflict Management Strategy	1	2	3	4	5
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Mediation effectively used in resolving conflict

All teachers are conversant with teacher ethical code of conduct

Teachers served with warning Letters before disciplinary action is initiated

School Principal engages parents in resolving student conflicts

Records of past conflict cases properly filed

2. State the ratings that you give each statement On Principals' **Motivation Strategy** on Teacher Job Performance. Using the Likert scale.

Ranges: 1 –Strongly Disagree, 2 –Disagree, 3 –Undecided, and 4-Agree 5-strongly Agree

Principal Motivation Strategy	1	2	3	4	5
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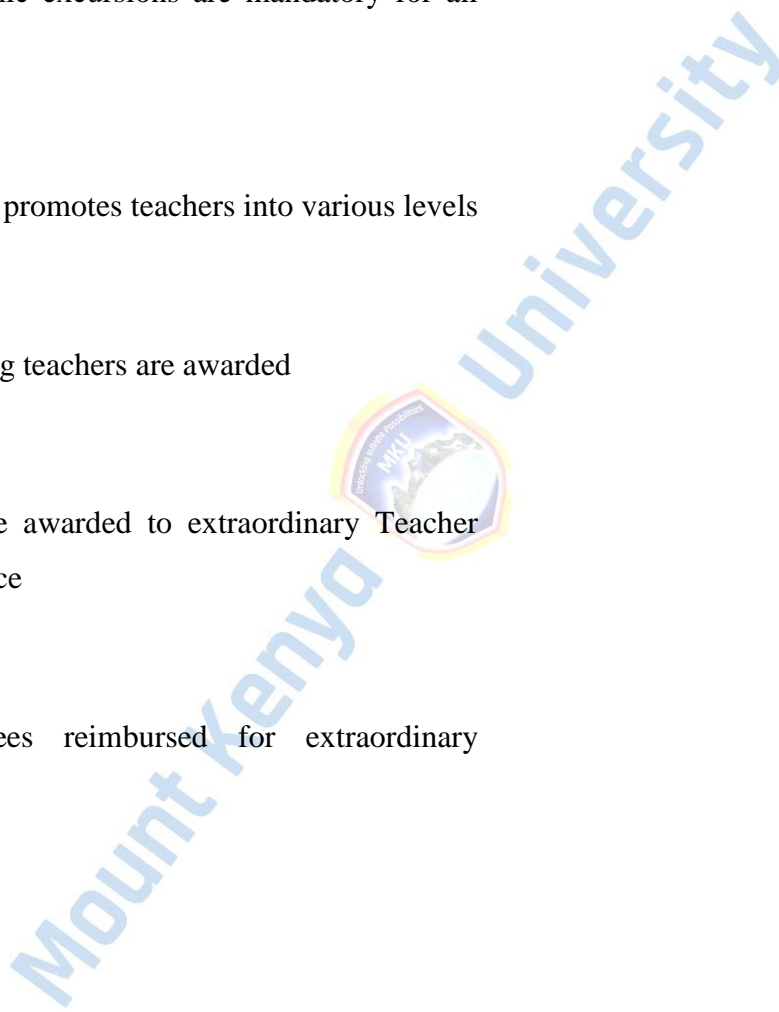
School academic excursions are mandatory for all stakeholders

Principal often promotes teachers into various levels

Best performing teachers are awarded

Certificates are awarded to extraordinary Teacher Job Performance

Facilitation fees reimbursed for extraordinary working hours



3. State the ratings that you give each statement On Principals' **Professional Development** Strategy on Teacher Job Performance. Using the Likert scale.

Ranges: 1 –Strongly Disagree, 2 –Disagree, 3 –Undecided, and 4-Agree 5-strongly Agree

Professional Development Strategy	1	2	3	4	5
--	----------	----------	----------	----------	----------

Principal encourages teachers to enroll for advanced studies

Teachers fully attend TPAD training programs to develop their skills

Teachers engage in new CBC retooling workshops

Academic professionals invited to coach teachers

Education curriculum officers visit the schools to create curriculum awareness and inspection

4. State the ratings that you give each statement On Principals' communication Strategy on Teacher Job Performance. Using the Likert scale.

Ranges: 1 –Strongly Disagree, 2 –Disagree, 3 –Undecided, and 4-Agree 5-strongly Agree

Communication Strategy	1	2	3	4	5
-------------------------------	----------	----------	----------	----------	----------

Communication policy clearly stated

Feedback is effectively delivered to respective entities

Visitors are served promptly

Clear communication chain of command outlined

Communication protocols between teaching and non-teaching staff outlined

5. State the ratings that you give each statement On **Teachers' Job Performance**. Using the Likert scale.

Ranges: 1 –Strongly Disagree, 2 –Disagree, 3 –Undecided, and 4-Agree 5-strongly Agree

(i) **Teachers' Job Performance** 1 2 3 4 5

Teachers effectively manage and control learner behavior during curriculum implementation

(ii)

Assessment and evaluation conform to Examinations council Standards

(iii)

Teachers never abscond lessons

(iv)

Teachers Clock in and out on stipulated times.

(v)

Teachers adequately cover the syllabus

(vi)

Appendix 2.0 ERC certificate



REF: MKU/ISERC/4445
TO: MARY NYAKIO NJIRU

Date: 27 September 2024

REG: MED/2023/64330

Dear Sir/Madam,

RE: INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON TEACHERS JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KESSES SUB COUNTY

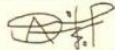
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3167**. The approval period is **27/09/2024 - 26/09/2025**.

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.

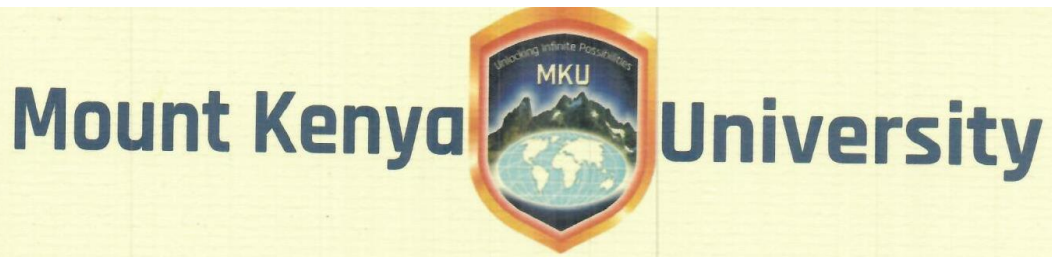
Yours sincerely,



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



Appendix 3: Introduction Letter



DIRECTORATE OF GRADUATE STUDIES

MED/2023/64330

30th September, 2024

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

Dear Sir/Madam,

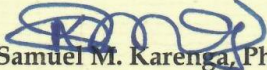
RE: MARY NYAKIO NJIRU- REGISTRATION NO. MED/2023/64330

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 Kesses Sub County.”** 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 **October, 2024 and December, 2024**.

Any assistance accorded to the student will be highly appreciated.

Thank you.


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

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

Appendix 4: Research Permit

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

REPUBLIC OF KENYA

Ref No: **461296**

RESEARCH LICENSE



This is to Certify that Ms. MARY NYAKIO NJIRU of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act; 2013 (Rev.2014) in Uasin-Gishu on the topic: INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON TEACHERS JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KESSES SUB COUNTY for the period ending : 14/October/2025.

License No: **NACOSTI/P/24/40837**

Applicant Identification Number: **461296**

Director General

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



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

See overleaf for conditions

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way:
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
Innovation(NACOSTI),
Off Waiyaki Way, Upper Kabete,
P. O. Box 30623 - 00100 Nairobi, KENYA
Telephone: 020 4007000, 0713788787, 0735404245
E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

Appendix 5.0: Research Authorisation



MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

The County Director of Education
Telegrams: "EDUCATION", Eldoret
Telephone: 020 2112779
Email: sedekesses@gmail.com

The Office of Sub County Director of
Education,
Kesses sub-county,
P.O. Box 65,
MOI UNIVERSITY.

When replying please quote:

Date: 16th October, 2024

REF: KSS/ADM/GEN/1/VOL1/262

**MS. MARY NYAKIO NJIRU,
MOUNT KENYA UNIVERSITY,
P.O BOX 342 - 30100
THIKA**

RE: RESEARCH AUTHORIZATION.

Reference is made;

The above subject matter refers;

Reference is made to CDE's letter **MOE/UGC/TRN/9/VOLL.V/93** dated 15th October 2025 and NACOSTI License No. **NACOSTI/P.24/40837**, you are hereby granted the authority to conduct a research on the influence of Principal's practices on teacher's job performance in public secondary schools in Kesses Sub-County for the period ending in October 2025.

Proceed with the exercise




**MARITIM ROBERT K.
SUB COUNTY DIRECTOR OF EDUCATION
KESSES**





REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department for Basic Education

Email: cdeuasingishucounty@gmail.com
: cdeuasingishucounty@yahoo.com

When replying please quote:

County Director of Education,
Uasin Gishu County,
P.O. Box 9843-30100,
ELDORET.

Ref: No. MOE/UGC/TRN/9/VOLL.V/93

15th October, 2024

Ms. Mary Nyakio Njiru
Mount Kenya University
P.o Box 342 - 01000
THIKA

RE: RESEARCH AUTHORIZATION.

In reference to your License Ref no. **NACOSTI/P/24/40837** dated 14th October, 2024 from National Commission for Science, Technology and Innovation (NACOSTI), you are hereby granted the authority to carry out research on **"Influence of Principals' Management Practices On Teacher's Job Performance in Public Secondary Schools in Kesses Sub County", Period Ending 14th October, 2025,** Within Uasin Gishu County.

We take this opportunity to wish you well during this data collection.



Towett Josphine
For: County Director of Education
UASIN GISHU.

Appendix 6: Turnitin Report

INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON TEACHERS JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KESSES SUB COUNTY, UASIN GISHU COUNTY

ORIGINALITY REPORT

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