

**INFLUENCE OF PRINCIPAL'S MANAGEMENT STRATEGIES ON
TEACHER PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ELDAS
SUB COUNTY, WAJIR COUNTY**


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DECLARATION

I declare that this research project is my original work and has not been presented in any other institution of higher learning for any other award.

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DEDICATION

I dedicate this project to my parents who set me on the journey of academic excellence by their words and actions.

ACKNOWLEDGMENT

I acknowledge the grace of the Almighty God for good health, time, and opportunity to undertake this research. I wish to thank my supervisor, Prof. Pamela Ochieng for her endless insights on this research project. Further regards also go to my classmates for giving me an enabling environment in the course of developing this research project.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOG	: Board of Governors
HOD	: Head of Department
KCSE	: Kenya Certificate of Secondary Education
MOE	: Ministry of Education
NACOSTI	: National Commission for Science, Technology, and Innovation
TSC	: Teacher Service Commission
UNESCO	: United Nations Educational, Scientific and Cultural Organization

ABSTRACT

Principals are the chief executives of their schools and they are tasked with managing teachers and resources to meet educational goals. Some of the principals' management activities include performance evaluation, instructional supervision, coordination, and planning. The main objective of this study was to assess principal management strategies and their influence on teacher performance in selected public secondary schools in Eldas Subcounty, Wajir County. The following specific objectives guided the study: (i) to establish principals' supervisory strategies and their influence on teacher performance in public secondary schools in Eldas Sub County, Wajir County, (ii) to determine principals' motivational strategies and their influence on teacher performance in public secondary schools in Eldas Sub County, Wajir County, (iii) to examine principals' resource mobilization strategies and their influence on teacher performance in public secondary schools in Eldas Sub County, Wajir County, and (iv) to determine the principals' coordination strategies and their influence on teachers performance in public secondary schools in Eldas Sub County, Wajir County. The Systems Theory which holds that a school is a system of numerous parts that work in an interrelated manner towards organizational goals formed the theoretical framework of the study. The study adopted a descriptive research design which allows a researcher to explore existing topics by determining individuals' behaviours, perceptions, attitudes, values, and experiences at a given time. The 6 public secondary schools in Eldas Sub County were the target population of the study. Purposive sampling was used to select 6 principals and 120 teachers. Questionnaires were used to collect data from teachers and interviews were used to collect data from principals. The researcher conducted a pilot survey to test the reliability and validity of research instruments. Quantitative data was entered, coded and analyzed using SPSS version 28. Descriptive statistics were used to present data in means, percentages and frequencies. Qualitative data was obtained from open-ended questions which were categorized into broad themes in line with study objectives. A multiple linear regression model was used to model the relationship between the independent variables and the response variable. The study concludes that principals' supervision, motivation, and resource mobilization have a significant positive impact on teacher performance ($P < 0.05$). Principals' coordination strategies have no significant impact on teacher performance ($P > 0.05$). The study recommends that principals should enhance their supervision, motivational, and resource mobilization strategies to improve teachers' performance in public secondary schools in Eldas Sub-County, Wajir County.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This section presents the background to the study, statement of the problem, purpose and the objectives of the study, research questions, significance and justification of the study, scope and limitations of the study and operational definitions of terms.

1.1 Background to the Study

All countries in the world recognize that education is a catalyst for socio-economic growth and development. Development experts have shown that educated populations drive the economic, political, and social growth in their nations (Hanushek & Woessmann, 2020). Scholars in poor and developing nations have shown a positive relationship between education and poverty alleviation efforts. In the economic sphere, education has the power to enhance the efficiency and value of human labour. Consequently, nearly all countries allocate huge budgets to educational improvement initiatives. Educational scholars recognize that leadership is one of the crucial factors that influence educational outcomes (Ertem, 2021). Educational leaders are tasked with the responsibility of harnessing various resources to improve educational outcomes. Apart from mobilizing resources, educational leaders play an important role in coordinating other stakeholders to achieve the goals of improved educational outcomes (Ertem, 2021).

Development scholars and educationists recognize that secondary schools education is an important stage of the educational curriculum. The secondary school encompasses a crucial stage when learners acquire both educational and interpersonal skills to become valuable members of society in their adulthood (Naidoo, 2019). The management of secondary schools determine whether the learners achieve their education and development goals. School principals in secondary schools are vital members of the

educational systems and management is one of the most important roles among principals in secondary schools in Kenya. Management includes activities such as planning, organizing, directing, and controlling to realize organizational goals (Naidoo, 2019). Other scholars say that management involves creating an internal environment in which people work together efficiently and effectively towards the achievement of organizational goals. From this definition, school management includes all activities of an educational administrator to harness human, material, and financial resources at his or her disposal to attain educational goals and objectives. School management activities among principals include instructional supervision, provision of instructional materials, performance evaluation, decision-making, and communication (Yulfizar & Zulganef, 2023).

Organizational studies illustrate that schools are complex entities with numerous factors that determine learning outcomes. School principals are the head of these entities and their work is to ensure that all stakeholders work towards a common goal of educational excellence (Sitthisomjin et al., 2020). Leadership scholars content that school principals are role models for other stakeholders in secondary schools. Indeed, research shows a direct correlation between educational performance and leadership effectiveness (Sitthisomjin et al., 2020). Schools that record excellent educational results are a reflection of the capability of their principals. The principal is a role model of behavior, attitude, and work ethic for both pupils and staff. Therefore, principals must act responsibly realizing that they set the bar for performance, roles, responsibilities, and expectations (Sitthisomjin et al., 2020). In this way, the principals create an environment that facilitates effective learning and teaching.

School principals are at the forefront in guiding schools to realize their educational goals. (UNICEF, 2021) states that principals determine the performance of the schools they

head. Usually, students' performance measures the performance of their principals. Principals apply their leadership skills to guide other school stakeholders to realize the set school goals. Principals are tasked with providing all the necessary elements that improve students' performance and making sure that the elements are working effectively towards the success of the students (UNICEF, 2021). School principals set clearly defined goals that all the stakeholders work towards. After developing goals, the principals oversee efforts to realize the goals by providing teaching timetables, observing class instructions, and monitoring lesson plans (UNICEF, 2021). Principals also monitor students' progress continuously. This includes following up on students' performance, motivating teachers, and improving the capacity of teachers to enhance student performance (UNICEF, 2021).

School principals use various management strategies to improve teacher performance. Instructional supervision by principals ensures that teachers align their teaching activities to the syllabus (Pardosi & Utari, 2022). Principals play an important role in this activity by reviewing the lesson notes and instructional materials, assessing teachers during actual lessons, evaluating the delivery of content among teachers, observing instructional challenges, and implementing strategies to address the challenges. Pardosi and Utari (2022) say that principals improve teacher performance by assessing whether teachers have prepared lesson plans aligned to the curriculum and whether the schemes of work cover sufficient content and scope, and are suited to learners' intellectual ability. Pardosi and Utari (2022) say that these principal activities support effective learning and teaching in schools.

A different study conducted in Ghana investigated the role of principals on teacher motivation. The study found that principals motivate teachers through merit pay and job enrichment (Forson et al., 2021). The researchers also discovered that teacher motivation

improves academic performance among secondary school students. Heystek and Emekako (2020) discovered that most teachers are not motivated in their teaching activities which results in poor academic performance among learners. Heystek and Emekako (2020) recommend motivation strategies such as recognition, career advancement, incentives, and training and development to improve teacher motivation as a way to enhance academic performance.

Educationists have examined the interaction between principals and teachers. Kiilu et al. (2023) avers that teachers improve their teaching activities when principals assess their works and outputs. Usually, principals measure teaching activities by maintaining work records and registers for lesson attendance. Work records determine teachers' performance by assessing their observation activities, efficiency during course delivery, as well as the content taught. Kiilu et al. (2023) agree that principals should update and supervise records of work regularly. Kiilu et al. (2023) say that the attendance registry is another crucial tool that principals use to improve teacher efficiency. Principals use the attendance registry to monitor teacher punctuality that implies good time management.

Similarly, a study by Mwanasiti in (2019) sought to establish the influence of principals' management activities on learning outcomes in Kisauni Sub County, Kenya. The study found that management activities such as encouraging teamwork, monitoring teacher activities, motivating teachers, and checking professional records determined learning outcomes. The researcher concluded that principals' management activities have a direct influence on learners' academic performance. Okatch (2022) concluded that principals use incentive-based systems to improve the performance of public school teachers in Isiolo Sub – County.

Literature shows that principals contend with numerous challenges during their management of teachers. The Teacher Service Commission (TSC) noted that many school principals lack teacher management skills resulting in poor academic performance. Other researchers have noted that school principals are overwhelmed with numerous demands such as facilitating learning and protecting teachers' welfare. Studies conducted in numerous public schools in Kenya have found that principals influence teachers' motivation. Choge (2020) found that principals improve teacher motivation in secondary schools in Kenya using intrinsic and extrinsic motivation strategies. Extrinsic motivation strategies involve all activities that are external such as money, social recognition, and trophies. On the other hand, intrinsic motivation refers to motivation that arises within an individual. Choge (2020) concluded that principals use transformational leadership style to motivate teachers by aligning organizational and personal values. Also, Choge (2020) says that principals can stimulate teachers intellectually to improve education outcomes. The author says that this happens because principals are highly trained and they can relate with teachers on an intellectual level.

Omollo (2023) investigated the effect of teacher reward systems on education performance in public schools in Migori County. The study showed a direct relationship between rewards systems and examination performance. The scholar concluded that schools that motivate their teachers using incentives realize their learning objectives. Teachers who are motivated work harder and motivate their students to work hard to realize the set educational goals. Omollo (2023) also concluded that principals play an integral role in pushing for institutional reward systems to motivate teachers. For example, head teachers lobby school administrators to allocate resources to motivate and reward teachers.

The Ministry of Education (MOE) states that school management that includes principals in secondary schools is at the forefront in ensuring prudent use of resources in schools. Specifically, the MOE requires principals to follow the financial regulations as provided in the Financial Management Instructions Handbook by the MOE (Mungai, 2024). The Ministry disburses education through two main accounts: tuition and operation account. The former, tuition account, provides funds for students welfare while the latter, operation account, provides funds for the day-to-day operations as well as non-teaching staff's welfare (Mungai, 2024). Voteheads provide rationale for allocating resources to resources such as textbooks, exercise books, teaching/learning materials, chalk, guides, internal examinations, and laboratory equipment (Mungai, 2024). The operation account allocates funds to areas such as administration, supplies, and medical care (Mungai, 2024). The principal ensures that every school area receives sufficient financial resources. Poor or lack of allocation of financial resources in a school might restrict learning activities resulting in poor learning outcomes.

Although principals influence teacher performance through instructional supervision, teacher motivation, and resource mobilization, they must navigate complex challenges to deliver their responsibilities. Mbogo (2020) cites time constraints and a poor understanding of instructional supervision as limits to principals' performance in their duties. Mbogo (2020) says that many principals spend little time assessing curriculum delivery among teachers. The Ministry of Education has passed policy interventions that require secondary school principals to adopt strategic management plans to improve their capability to deliver their responsibilities. However, Mbogo (2020) found institutional challenges such as limited funding and understaffing and limited funding and personal challenges such as job dissatisfaction and high employee turnover among secondary

school teachers made it impossible for principals to implement strategic management plans.

Teacher performance in public secondary schools in Kenya has been an important concern among educational stakeholders. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020) reported that teacher performance is the foundation of quality education because they are leaders in classrooms, schools, and communities. Oduya (2020) linked poor performance among secondary school teachers to long distance from home to school, poor working conditions, and poor remuneration. In 2021, the Teachers' Service Commission launched a teacher training program with one main goal of improving teacher performance in public schools in Kenya (Gekonga, 2021). Omogi (2019) writes that school principals are responsible for improving teacher performance by providing proper working conditions, guidance, and performance evaluation. It is in light of this background that this research aimed to determine the effect of principals management strategies on teachers' performance in selected public secondary schools in Eldas Sub County, Wajir County.

1.2 Statement of the Problem

There is a direct relationship between management of institutions and attainment of institutional goals and objectives (Avidov-Ungar, 2023). Educational scholars have discovered that schools with effective leaders report improved learning outcomes than those with ineffective leaders. Effective management brings together resources and stakeholders to work towards common goals and targets (Kiilu et al., 2023). The effective management of educational institutions enhances teacher performance and, subsequently, the quality of education provided. Principals' management strategies including instructional leadership, staff development initiatives, communication

approaches, and resource allocation practices need to be critically examined to assess their impact on teacher performance. Teacher performance is an important issue among policymakers in the education sector in Kenya. In 2005, the Ministry of Education introduced the Kenya Education Staff Institute (KESI) tasked with improving managerial and professional training of teachers to improve teacher performance (Riechi, 2021). KESI aims to improve leadership in schools through in-service training and improving teachers' attitudes towards teaching. Similarly, the Kenya's National Education Sector Plan for the period 2013-2018 states that effective teacher performance involves setting rigorous quality benchmarks and implementing strategies to realize the set goals (Riechi, 2021). Consequently, it is crucial to study principal management strategies to gain insights into their role in improving teacher performance. This study investigated the principal management strategies and their influence on teacher performance in public secondary schools in Eldas Sub - County, Wajir County. The findings of the study will inform recommendations and interventions to enhance principal management strategies and teacher performance in public secondary schools within Eldas Sub county.

1.3 Purpose of the Study

The fundamental purpose of this study was to assess principal management strategies and their influence on teacher performance in selected public secondary schools in Eldas Sub - County, Wajir County.

1.4 Objectives of the Study

- i. To establish principals' supervisory strategies and their influence on teacher performance in public secondary schools in Eldas Sub County, Wajir County.
- ii. To determine principals' motivational strategies and their influence on teacher performance in public secondary schools in Eldas Sub County, Wajir County.

- iii. To examine principals' resource mobilization strategies and their influence on teacher performance in public secondary schools in Eldas Sub County, Wajir County.
- iv. To determine the principals' coordination strategies and their influence on teachers performance in public secondary schools in Eldas Sub County, Wajir County.

1.5 Research Questions

- i. Which are principals' supervisory strategies influencing teachers performance in selected public secondary schools in Eldas Sub County, Wajir County?
- ii. What are principals' motivational strategies enhancing teachers performance in selected public secondary schools in Eldas Sub County, Wajir County?
- iii. What is the influence of principals' resource mobilization on teachers' performance in selected public secondary schools in Eldas Sub County, Wajir County?
- iv. What is the impact of principals' coordination strategies which influence teachers' performance in selected public secondary schools in Eldas Sub County, Wajir County?

1.6 Justification of the Study

The study addresses a critical gap in the existing literature. While research on principal management strategies and their impact on teacher performance has been conducted in various contexts, there is a dearth of studies specifically focused on Eldas Sub County, Wajir County. The findings of this research will improve the existing knowledge by providing context-specific insights and generating evidence that can inform educational policies and practices in this region.

The study's findings will have practical implications for educational stakeholders, including school principals, teachers, and policymakers. By exploring the principal management strategies employed in selected public secondary schools, this research will shed light on effective practices and areas for improvement. The insights gained can assist principals in enhancing their leadership approaches, thereby creating a more supportive and conducive environment for teachers. Additionally, policymakers can benefit from the research outcomes by utilizing the findings to develop evidence-based policies that promote teacher performance and ultimately improve learning outcomes in Eldas Sub County.

Moreover, the study aligns with the current global emphasis on improving educational quality and outcomes. Effective teacher management and support are crucial for fostering teacher performance, which directly impacts student learning and achievement. By examining the influence of principal management strategies on teacher performance, this research addresses a key factor in enhancing the overall educational experience and outcomes for students in public secondary schools. The study's findings can contribute to the development of targeted interventions and initiatives that support teachers in their professional growth and positively impact student performance.

Furthermore, the unique context of Eldas Sub County, Wajir County, adds to the importance of this study. The region faces specific socio-economic, cultural, and geographical challenges that may have implications for principal management strategies and teacher performance. Understanding the intricacies of this context is essential for tailoring management approaches and interventions to address the specific needs of the schools in Eldas Sub County.

Finally, the study's outcomes hold potential for replication and adaptation in similar educational contexts. The findings can serve as a valuable resource for future researchers and educators interested in investigating the relationship between principal management strategies and teacher performance. By building upon this study's foundation, future research endeavors can further contribute to the knowledge base in educational management and inform best practices for optimizing teacher performance and student outcomes.

1.7 Significance of the Study

The study aims to present recommendations that can benefit diverse stakeholders in the education sector. By understanding the factors that impact student performance, teachers gain valuable insights that allow them to plan effectively and avoid circumstances that could negatively affect their students' academic achievements. This knowledge empowers teachers to take proactive measures to maintain and enhance student performance. Effective principal management, informed by an understanding of teacher-related factors that can contribute to performance drops, enables school administrators to provide appropriate guidance and support to teachers and students. With this awareness, school management can address specific areas of concern and create a conducive learning environment that promotes student success. The study is insightful to stakeholders in public secondary schools. The data and findings obtained can assist school administrations in guiding their institutions towards improvement. Furthermore, future researchers can build upon this study's findings, utilizing them as a foundation for conducting similar research and expanding the knowledge base in this field. Moreover, the research outcomes have implications for government agencies responsible for policy-making in the education sector. By being well-informed about the tutor-related factors that impact student performance, policymakers can make more informed decisions and

take measures to enhance their policy-making processes. This research provides them with valuable information that can inform effective educational policies and initiatives.

1.8 Scope of the Study

The study variables were principals' management strategies which include supervisory strategies, motivational strategies, resource mobilization strategies, and coordination strategies. The dependent variable is teachers' performance which was measured through students' KCSE performance. The study area was selected public secondary schools in Eldas Sub County, Wajir County and the study population was principals and teachers. There are six public secondary schools in Eldas Sub County. The study focused on the influence of principals' management on teacher performance among selected public schools in the Sub County.

1.9 Limitations of the Study

The study was subject to the following limitations.

- i. It was difficult to determine the actual number of teachers due to new recruits by the government and active transfers during the study. The researcher overcame this limitation by visiting the County's Department of Education to check the active recruitments and transfers.
- ii. The researcher faced a constraint of non-response to questionnaires sent to respondents. The researcher mitigated this limitation by making a personal visit to schools to explain the academic importance of the research. The researcher also sought consent from respondents and explicitly explained that the

findings of the research would be solely for academic purposes and would not be disclosed to management.

- iii. The study also collected information using questionnaires which have the limitation of subjectivity. Self-reported data might not be objective because the respondents might not provide accurate information. The researcher mitigated this limitation by using structured questionnaires to ensure consistency in the responses gathered from participants.

1.10 Delimitations of the Study

The scope of the study focused on six public secondary schools in Eldas Subcounty, Wajir County. Participants in the study included principals and teachers in the six schools. Delimiting the research to secondary schools excludes primary schools and higher education institutions in the area. The study focused on the managerial factors of supervision, motivation, resource mobilization, and coordination. However, management is a complex concept and there are numerous managerial strategies that might affect teacher performance that won't be examined in this study.

1.11 Assumptions of the Study

- i. The chosen participants were willing to participate in the study.
- ii. The chosen participants gave true and honest responses.
- iii. KCSE performance is an indicator of teacher performance.

1.12 Operational Definition of Key Terms

Supervisory Strategies : These refer to specific actions and practices employed by principals to oversee and enhance teachers' professional activities and instructional performance.

Motivational Strategies : These include techniques or incentives used by principals to inspire and maintain high levels of enthusiasm, commitment, and productivity among teachers.

Resource Mobilization : The process by which principals gather and allocate physical, financial, and human resources necessary for effective school operation and support of teachers.

Coordination Strategies : Approaches used by principals to organize and integrate efforts among teachers, departments, and other staff to achieve cohesive and efficient educational outcomes.

Teacher Performance : The effectiveness of teachers in executing instructional responsibilities, contributing to student success, and fulfilling school goals.

Public Secondary Schools : Government-funded secondary-level educational institutions accessible to students within the community, specifically in Eldas Sub County, Wajir County.

Management Strategies : A set of methods or approaches used by principals to administer and lead school activities, personnel, and resources toward achieving educational objectives.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter reviews relevant literature having important conceptual contributions to the objectives of the present study. It entails a review of existing studies from secondary sources such as books, pamphlets, magazines, journals, and theses with keen attention to selected management practices and teacher job performance. Empirical literature related to is also reviewed. The reviewed literature is organized according to the objectives of the study. The chapter also discusses research gaps and theoretical and conceptual framework of the study.

2.1 Principals' Management Strategies and Teacher Job Performance

Principal is defined as the administrative coordinator of secondary affairs. Principals can be described as the most senior members of the teaching staff that are appointed to pilot the affairs of the school by virtue of their qualifications, intelligence or knowledge and teaching experience (Ylimaki et al., 2021). They are the chief executive officers or administrators that occupy the apex position in the organizational structure of the school. Ylimaki et al. (2021) defined the school principal as a leader who must plan, coordinate and supervise the affairs of the school, so that they run smoothly. It could be stated that in secondary schools, the actualization of the goals/objectives of the school is dependent on the principal and his managerial capabilities. A teacher can be defined as an individual that possess a pedagogical and subject-matter knowledge for the impartation of acceptable norms into the learners. Rostini et al. (2022) perceived a teacher as a facilitator of learning; who helps students to realize their full potentials educationally, emotionally, and socially in career selection and transition. Another scholar

described a teacher as a person who communicates knowledge, skills and attitude to someone in a school (Rostini et al., 2022). In essence, the teacher plays immeasurable role in ensuring that the recipients acquire desirable knowledge which can enhance the development of the individual and that of the economy. The result of the principals' effective management practices could be evident in the teachers' job performance level.

Principals utilize different management strategies to improve teacher performance. Mahaputra and Saputra (2021) reviewed a study on the factors influencing teacher performance and found that the leadership of the headmaster is an important factor when assessing teacher performance. Some of the other factors which were identified as affecting teacher performance in schools include salary, work culture, workload, and working environment. Mahaputra and Saputra (2021) found that headmaster's leadership influenced teachers' loyalty and motivation.

2.2 Principals' Supervisory Strategies and Teacher Performance

Supervision is an important management strategy among principals. Supervision involves directing and inspecting other people's work. Rozi et al. (2022) define supervision as a process that involves offering guidance and direction to improve the learning outcomes. They condense this definition into two key aspects: firstly, supervision that defines the activities of assessing whether learning is effective after analyzing teacher performance. The second dimension of supervision includes all the activities of motivating instructors to adopt new and proven instructional techniques to enhance learning outcomes. Teachers who have an excellent understanding of learning goals are more likely to report good academic performance (Rozi et al., 2022).

Principals in Kenyan schools supervise teachers to improve learning outcomes. Obuchere (2023) argues that the primary goal instructional supervision involves enhancing school practices by supporting teachers in reflecting on their practices, gaining a deeper understanding of their actions and motivations, and fostering their professional growth. Other educationists expressed the view that instructional supervision involves a supportive relationship where supervisors guide and assist teachers in meeting their established targets (Obuchere, 2023). Supervision of instructional activities serves as a quality control tool within the school system to achieve the appropriate expectations of educational systems. Supervision of instruction include all efforts to guide and stimulate educationists with the aim of enhancing all aspects of institutional functioning.

School principals utilize various supervisory strategies to improve teacher performance. McGhee and Stark (2021) says that instructional supervision offers supervisees valuable opportunities to improve their knowledge, enabling them to effectively adapt to better instructional methods. Furthermore, it offers a platform for constructive interaction between the principal, who assumes the role of supervisor, and the teacher, who serves as the supervisee. However, to ensure comprehensive guidance, a supervisor must engage subject matter experts in the process of instructional supervision (McGhee & Stark, 2021). This step is particularly important since the school principal, with a background in arts, might be unfamiliar with scientific subjects and methodologies (McGhee & Stark, 2021). Thus, the involvement of department heads or subject specialists becomes imperative, as they can provide valuable professional assistance to the supervisees, thereby enhancing the overall effectiveness of the instructional supervision process.

Classroom visitation or observation is an effective supervisory approach wherein principals physically visit classrooms to observe teachers' instructional delivery. During these visits, principals assess various aspects, including teachers' subject mastery, use of

teaching aids, and organizational skills (Hartiwi et al., 2020). Hartiwi et al. (2020) write that during observation the supervisee presents the prepared lesson, employing diverse teaching methodologies and instructional materials while engaging with students. The supervisor, typically the principal, inspects, observes, and evaluates the instructor's performance (Hartiwi et al., 2020).

Educationists caution that classroom observation should not criticize teachers' classroom teaching in front of students. Instead, direct observation offers a platform that principals can use to improve their teachers' instructional practices (Odindo et al., 2020). Classroom observation is only successful when the school heads use the opportunity to improve their teachers' instructional practices. Thus, the purpose of supervision is to offer teachers professional assistance to enhance their teaching abilities. Any deficiencies observed during instructional supervision can be addressed through workshops and other supervisory techniques (Odindo et al., 2020).

Instructional supervision plays a crucial role in enhancing schools by facilitating teachers' self-reflection, fostering a deeper understanding of their practices, and promoting their professional growth. Ubogu (2020) says that supervision is a beneficial relationship where supervisors guide and assist teachers in achieving the established objectives. Amin et al. (2022) further emphasize that instructional supervision serves as a quality control tool within the educational system and represents a phase of school administration that prioritizes the attainment of desired educational outcomes. Additionally, Kartini (2020) defines supervision of instruction as the collective efforts to guide teachers and educational staff's continuous development within an educational institution, with the ultimate aim of enhancing all aspects of the institution's functions.

The workshop serves as an effective instructional supervisory technique, facilitating the exchange of ideas and sharing of teaching experiences among supervisors, teachers, and subject specialists (Honig & Rainey, 2019). Its primary objective is to equip participants with the necessary skills to meet teaching demands. Other scholars support this notion, highlighting that workshops provide a structured platform where principals engage in effective communication with teachers regarding school and classroom management matters, with a particular focus on instructional enhancement. Honig and Rainey (2019) define improvement as the process of enhancing instructional delivery, ultimately leading to improved academic achievement. Therefore, it is crucial for school administrators to effectively communicate innovative developments to teachers, ensuring continuous instructional improvement. By facilitating workshops, supervisors can actively contribute to teacher professional development and promote a culture of ongoing learning and growth (Jones, 2019).

In principals' demonstration technique a skilled principal guides teacher development by illustrating educational materials and instructional methods. In such demonstrations, principals provide clear explanations of the subject to enhance understanding (Fairman et al., 2022). This technique allows teachers to engage in meaningful dialogue by asking questions, resulting in the emergence of new ideas (Fairman et al., 2022). However, it is important to note that principals often have limited time to practice teaching demonstrations making it difficult to improve learning outcomes Fairman et al., 2022. Nonetheless, when utilized effectively, the principals' demonstration technique can significantly contribute to teachers' professional development and successful instructional strategies (Fairman et al., 2022).

Ndirangu and Mungai (2024) studied the relationship between supervision and learning outcomes in Githunguri District, Kiambu County. The study specifically focused on the

process of lesson preparation. To address this gap, the present study investigates the impact of principals' influence, utilization, and maintenance of work records on effective curriculum implementation. Ndirangu and Mungai (2024) found irregular teacher assessment and lack of prepared lesson plans among public secondary schools in Githunguri district. Many of the teachers surveyed said that preparation of lesson plan was an excellent way to improve learning outcomes. Also, the study found a limited interaction between the Head of Department (HOD) and students regarding the course content.

Several research gaps are evident in the current body of literature investigating principals' supervisory practices and teachers' job performance that warrant further investigation. While many studies emphasize the importance of instructional supervision in improving teaching practices, there remains a gap in understanding the specific supervisory strategies that are most effective in different educational contexts. There is a need for research that further examine the challenges and limitations faced by principals in implementing effective supervisory practices. For instance, the literature highlights that principals may lack subject-specific expertise, which could hinder their ability to provide meaningful guidance to teachers in certain subject areas. This research aims to assess specific ways through which principals overcome these challenges or how they collaborate with subject matter experts to enhance their supervisory effectiveness would be beneficial.

2.3 Principals' Motivational Strategies and Teacher Performance

Motivation is an important task for leaders since it drives followers and subordinates to work towards organizational goals of their own volition. Therefore, motivation changes one's behavior so that he or she wants to achieve a certain goal (Wahyudi et al., 2024).

One study concluded that motivated employees reported excellent job performance (Wahyudi et al., 2024). In contrast, demotivated employees were not committed to their jobs. The research showed that motivated employees reported the positive aspects of respect and high expectations towards their jobs. Therefore, the researcher encouraged leaders to demonstrate respect towards their subordinates as a motivational strategy.

Motivation is the driving force behind an individual's inclination and choice to adopt specific behaviors (Wahyudi et al., 2024). Essentially, motivation acts as a catalyst for one's actions and endeavors in order to achieve particular goals. According to a research conducted in Islamic schools, it was observed that employees who are motivated display consistent high job performance. The study revealed that employees who were trusted, respected, and held in high esteem by the management were important motivating factors (Wahyudi et al., 2024). It was further noted that employees value respect not only from their superiors and peers but also from themselves.

Teachers's satisfaction and motivation levels influence learning and teaching outcomes. Once employees are satisfied with their work, they are likely to be committed and enthusiastic towards their responsibilities (Fuzi & Fuzi, 2019). There are different ways of motivating teachers according to their needs. Creating an enabling teaching and learning environment motivates teachers to increase their productivity levels. This finding means that lack of motivation makes it almost impossible to undertake effective learning (Fuzi & Fuzi, 2019). Motivation influences learning because it pushes both teachers and learners to define their opinion of each other in a respectful and reciprocal way.

According to motivational theories, managers should understand the needs that motivate their employees and reinforce appropriate behaviour. Motivation theories give examples

of needs that affect employee motivation (Ozgenel & Mert, 2019). These needs include both extrinsic and intrinsic needs. Motivation is looked at as the reason why employees change their behaviour, why they are involved in aspiration as well as their emotions. School performance on the other hand is determined by the efficiency of the tutors (Ozgenel & Mert, 2019). The school climate helped teacher to continue in professional development, involvement in decision making to meet their needs. Therefore, the need to evaluate the teacher commitment, motivation and retention (Ozgenel & Mert, 2019).

Kihang'a (2022) noted that in African teachers working condition, poor motivation combined with low morale, minimal enticements, insufficient regulators and other development consents as well as political influence in the school are of a great concern. This has led to deprived and diminishing excellence of education which increase in private schools. (Kihang'a, 2022) recommends the need for the government through the Teachers Service Commission (TSC) to evaluate motivation factors that would help teachers improve their morale. The study also adds that there are poor human resource management practices which demotivate teachers. The study recommended that teacher management should be looked through and improved to increase teachers motivation (Kihang'a, 2022). This would mean teachers are retained and quality education is achieved.

A behaviorist approach argues that motivation is a result of rewards and incentives. Bland & Derobertis (2017) noted that rewards are awarded to a person as a form of recognition for the effort or achievement. They also noted that an incentive can be used to inspire conduct or performance. The incentives are like self-drives that pushes the employees to raise performance levels while a reward is what the employee will received after a job is performed (Bland & Derobertis, 2017). Behaviourists then may mean motivation is to acquire a new behaviour. Teachers then ought to have the self-drive that would help them

in achieving their daily activities with little or no supervision as well as expecting to receive something at the end of the job performed as a result of their efforts.

The humanistic approach looks at motivation as an ongoing process that helps integration, intentionally guided, with choices of values that hierarchical and ever expanding conscious awareness (Bland & Derobertis, 2017). The individual must be empathic to understand their experiences. The self-esteem of the teachers has to be high increasing the depictions of what is happening (Javadi & Tahmsbi, 2020). The information passed to learners must consider and address learners' needs for learning to take place. This means the teachers will apply an empathetic approach to understand the experiences of students as active participants in class. The motivation being a progressive process of interactive serving with capacity for growth and change (Bland & Derobertis, 2017). The meaning is that the teacher will feel fulfilled when they are able achieve self-actualization and their potential using their abilities. In this way, teachers are motivated to exploit their potential from within.

A cognitive approach looks at behaviour as being swayed by the thought processes. This implies that human search for meaning after their thoughts have been stimulated. This may affect the way they will view success or failure, achievements, expectation and interpretation of the events in place of work (Usher, 2021). Motivation therefore is seen as one of the cognitive processes of human behaviour. The way one will react to the external event with their thought processes. Cognitive theory is related to the internal motivation or motivation from within a person as a results of events that are happening and the way the mental processing of the event (Usher, 2021). This implies that teacher's mental process of the behaviour of the principal, students and parents towards them may affect their motivation.

Teachers seek optimal stimulation and challenging activities which helps them find intrinsic motivation because they have competence needed for job performance (Karimi & Ziaabadi, 2019). This can only be maintained when teachers feel more competent and self-determined. Cognitive psychology suggested that motivation is important to both teachers and students for learning to be effective. Teachers who have different achievement goals and may have set for themselves and their students this may differ since they compare with other teachers (Karimi & Ziaabadi, 2019). This is because these teachers judge their capabilities with those of others in their institution hence they end up avoiding particular areas which they feel they are not competent.

A motivation strategy refers to a system that pushes employees to work towards common organizational goals (Lamaro & Akello, 2023). Lamaro & Akello (2023) write that an effective motivation strategy strengthens employee behavior to help them meet set goals. One motivation model involves having the employees work towards goals while meeting their basic needs. Thus, educational leaders should focus on helping teachers meet basic needs before moving onto professional ones (Lamaro & Akello, 2023). By creating an enabling environment where extrinsic basic needs and environmental issues are sufficiently encountered, the extra inherent elements have more impact in raising productivity and positive employee behavior (Lamaro & Akello, 2023).

School principals play a key role in motivating teachers to raise their performance levels. Ideally, a principal is responsible for implementing education policies that seek to meet specified goals. In turn, teachers are expected to be stakeholders who translate the policies into successful practices and activities (Etomes, & Molua, 2019). Getange (2016) noted that the type of motivational strategy influenced teachers' job performance. For example, principals who implemented reward systems deemed worthy by teachers reported improved job performance and academic outcomes.

Makokha & Mugwe (2024) encourage principals to use motivational strategies that create a drive to pursue set educational goals. The scholar states that an effective motivational strategy is one that makes teachers' tasks enjoyable and aligned to institutional goals. The author writes that recognition for good teacher performance is one of the strategies that can push teachers to seek more success. The author encourages school principals to implement additional incentives such as providing room for professional growth and sufficient learning infrastructure as ways to increase motivation among teachers (Makokha & Mugwe, 2024).

Other studies have found that principals use various motivational strategies to push teachers to improve their performance. First, principals use rewards to motivate their teachers. Some authors have reported a positive relationship between rewards and job performance in the school environment (Kalsoom, Akher, Mujahid, Saeed & Kausar, 2017). These scholars discovered that schools with structured reward systems such as promotions and monetary incentives report increased job satisfaction among the staff compared to those without such schemes. Other scholars advise school leaders to design and implement sustainable reward systems in their institutions. For example, some scholars concluded that schools with long-term reward systems motivate their teachers to maintain consistent high levels of job productivity among their teachers (Kalsoom, Akher, Mujahid, Saeed & Kausar, 2017).

Positive compensation is important when teachers work in hardship areas. This is because the compensation plan will incite the teachers to continue working in such harsh conditions. The principal recognizing such teachers when they have performed well will act as a compensation which is much appealing. Mutua (2016) noted that when principal use compensation 33 system it attracts teachers' retention within the school. The school should help the teachers develop their skills and abilities need to feel motivated. This is

because compensation is seen as the most important reward to employees. Another important factor is the principal giving feedback. Feedback and constructive criticism are also an important part of building a good rapport between the principal and the teacher. The negative reinforcement will help the teacher to adjust their behaviour to avoid punishment and this goes well as the positive feedback.

Principals' recognition of teacher efforts is another motivational strategy to enhance teacher performance. Recognition is leadership tool that can be used to send a message of importance to teachers and the behaviours that are valued (Kumar, 2023). The author found that recognition was used to motivate business teachers in India. The study found that there was increased 35 teacher motivation when the school administrators recognised the teachers (Kumar, 2023). The principal should have a flexible method of recognition. Other educationists say that successful school leaders follow clear mission of their institutions. Thus, these successful leaders use motivation strategies to encourage their teams to work towards the defined mission.

Principal support for professional development is another motivational strategy. This motivational strategy includes providing avenues for teachers to pursue professional development either in their line of work or in other areas of their interests (Nyongesa & Muchanje, 2023). Many principals actively seek professional development opportunities for their teachers which increases their productivity and commitment. Other instances include provision of workshop training and seminars for teachers. Nyongesa & Muchanje (2023) reported a positive relationship between teachers' job performance and the availability of professional training and development opportunities. Apart from increased productivity, the research concluded that teachers are more likely to comply with school rules and regulations where there are opportunities for professional development (Nyongesa & Muchanje, 2023). When teachers are given an opportunity to show case

their talents through solving complex assignments this helps them learn new skills. Teacher's professional development through training on new skills helps them handle issues differently and this enhances job performance (Nyongesa & Muchanje, 2023). This helps the teacher to become accountable and committed to teaching the new skills that they have gained.

Training produces teachers who are high confident, professionally sound and who are highly motivated and professionally improved to tackle their job effectively. Effective teachers offer competent teaching services to their learners (Wandera, 2019). Teachers in-service training was important to improve performance in their current jobs and to provide knowledge and skills to perform better in future jobs. Professional development helps a teacher to improve on their job requirements (Wandera, 2019). Wandera (2019) found that professional development helped improve behaviour of teachers and ability meet job requirements. This means the personal development will improve productivity, and, for teachers, there is improved performance among students.

One study assessed the use of different motivation strategies among public secondary school teachers in Trans-Nzoia County in Kenya (Sabwami, 2021). The study concluded that principals used different strategies to motivate their teachers. Some of the common motivation strategies identified in the study include recognition, monetary incentives, and recommendations for promotion. However, a significant number of the schools (40%) did not have clear strategies to motivate their teachers (Sabwami, 2021). The researchers encouraged the principals to ensure that they implement motivation techniques for all their teachers. The research found that motivated teachers report improved work satisfaction in their duties (Sabwami, 2021). They concluded that teachers who are recognized for their efforts are enthusiastic and professional translating to improved academic performance.

Obena (2021) compared the impact of different motivational strategies among teachers in Cameroonian public schools. The researcher found no significant difference in the impact of monetary and non-monetary incentives among the respondents. However, the research concluded that monetary incentives were more effective motivators than other non-monetary incentives when provided for teachers in Uganda (Obena, 2021). Therefore, school principals must research and determine the most effective motivator before employing a motivation strategy for teachers (Obena, 2021).

Nyakundi et al. (2019) conducted a study in Kenya that showed that reward systems affect teacher motivation. According to the researcher, many schools prepare reward systems according to the national examination performance. This system is flawed because it does not reward teachers whose students did not perform well in national examinations. Accordingly, Nyakundi et al. (2019) recommends the design and implementation of a diverse rewards system that recognizes the efforts of every educator. Similarly, Nyakundi et al. (2019) found that teachers disagreed on the impact of the rewards system. Specifically, the researcher found that a majority of the teachers felt that the existing reward mechanisms were discriminatory because they only focused on the performance of the national examination.

An analysis of the relationship between principals' motivational strategies and teachers' job performance reveals some research gaps that will be filled by this study. The literature discusses the importance of motivational strategies in improving teacher performance, there is a need for more specific investigation into which motivational techniques are most effective in different educational contexts and cultures. Some studies touch on the challenges faced by principals in implementing effective motivation strategies, this study will conduct further investigation to understand how organizational factors, such as school leadership styles and institutional culture, influence the success or failure of these

strategies. Lastly, there is a gap in the literature regarding the impact of motivation strategies on specific aspects of teaching and learning outcomes, such as student engagement, academic achievement, and retention rates. This study will investigate these outcomes in relation to different motivational interventions to offer critical evidence for designing effective policies and practices aimed at enhancing overall school performance.

2.4 Principals' Resource Mobilization Strategies and Teacher Performance

School principals play an important role in the mobilization of resources. The head teacher is the secretary of the Board of Governors (BOG) which is responsible for the mobilization and management of resources (Ruto, 2023). Usually, the BOG are involved in financial planning while the headteacher oversees the implementation of the resource allocation plans (Ruto, 2023). The proper use of financial resources is a key skill since it determines whether all the school departments get sufficient resources to meet their goals. In contrast, headteachers who lack proper financial management skills cannot use available resources prudently resulting in mismanagement, wastage, and non-achievement of institutional goals (Ruto, 2023).

School principals are key members of the budget making process in schools. A budget is a key planning tool that shows how funds are allocated for specific goals at a specified time for the pursuit of organizational goals (Ruto, 2023). School budgets seek to authorize financial spending to deliver quality instruction and learning. At the same time, school budgets set financial limits beyond which spending of school should not exceed (Ruto, 2023). Ideally, the school departments provide their financial needs to the BOG that considers the needs in line with available resources. Thereafter, the budget committee meets to prepare a draft budget that balances the financial requests of all the departments.

The final budget will be a reflection of the balancing act and it ensures that every department receives funds for its day-to-day operations (Ruto, 2023). During this process, the principals act as coordinators to liaise with different departments to ensure that every department's financial needs are met (Ruto, 2023).

Okelele (2021) says that the budget-making process is a complex process that involves numerous decision making stages. Effective principals use their positions to make sure that the various school departments budget proposals are incorporated in the final budget. Failure to achieve this could result in conflict in the organization and limit the ability of the school to meet its educational goals (Okelele, 2021). Due to insufficient funds, it is impossible to meet all financial demands. Therefore, the principal works to convince all stakeholders to make concessions that allow every department to receive budgetary allocations. The principal is a key member of the central budget committee and he or she is often responsible for bringing all the department heads to agreement (Okelele, 2021). At the same time, the school head oversees the spending efforts to make sure that the resources are spent as envisioned in the budget.

Principals are also important players in procurement activities in public schools in Kenya. All goods and/or services that exceed ksh 5000 should be tendered as required by the Public Procurement and Disposal Act (2005) (Okelele, 2021). The tendering process is designed to ensure that the public gets value for supplies through improving transparency. The process involves inviting interested suppliers to express interest for the supply of goods and services to a school (Okelele, 2021). The tender committee composes of the deputy principal, head of accounts, head or departments with the principal as the chief executive officer.

The Government Financial Management Act that was amended in 2009 allows schools to maintain a petty cash float to handle petty cash payments in the day-to-day operations of the school (Okelele, 2021). Ideally, the Board of Governors designates the minor items that it allows the principal to authorize payments for. The Act states that the petty cashbook is replenished once the amounts fall below a certain amount as authorized by the Board of Governors. The petty cash book contains details of expenditure of minor expenses such as postage and stationery (Okelele, 2021). The principal signs off the petty cash book every month while the BOG provides an oversight authority.

An order or requisition is required for school purchases that exceed a certain amount. Once again the principal plays an important role in this activity by way of authorizing the requisition through a signature (Musungu, 2023). However, there is no legal requirement to forward the requisition to the supplier. Teachers or department heads use requisition to request for supply of goods from the purchasing officer. The requisition contains the details of the requested goods, the date, and the signature of the requesting authority (Musungu, 2023). The requisition is moved to the principal who approves the request before the purchasing officer can issue a Local Purchase Order (LPO) or Local Service Order (LSO) (Musungu, 2023). The Board of Governors can give the principal the power to approve for purchases up to a specified limit beyond which the principal must seek authorization from the Board.

Besides the common purchases done through the requisition process, the Procurement Act requires a school to engage in competitive tendering when the value of the goods exceed a certain amount. Competitive tendering means that the school must advertise a call for suppliers who are interested in supplying goods and services to the school (Musungu, 2023). The chosen supplier is one who offers the most value for money to the school. Once a supplier is chosen, the purchasing officer prepares a local purchasing

order with the details of the goods, the dates, and the signature of the authorizing parties. The principal is an important player in this process since he or she must countersign the LPO before it is moved to the supplier (Musungu, 2023). When this process is done, the LPO is recorded in a commitment register that is secured to prevent alterations that might increase the prices of supplies. The invoices from the supplier will be matched with the details in the commitment register (Musungu, 2023).

One of the important roles of the principal is to ensure that the price of what was ordered matches with the prices of the item delivered. If the prices match, then authorizing agent gives a go ahead for payment processing (Musungu, 2023). Ideally, the Board of Management authorizes payment for the invoice. One person cannot authorize the order and then the payment. These financial practices ensure that there are best practices in the management of financial resources in schools in Kenya (Musungu, 2023). The board of public secondary schools in Kenya retains the invoices and requisitions for at least seven years. Since the principal acts as the secretary of the board, it is critical to ensure that these records are available and they can be furnished to the Minister of Education when required (Musungu, 2023).

The Kenya Education Staff Institution Manual of 2011 says that following the procurement process in public institutions promotes prudent utilization of public funds. Also, the manual says that the following procurement laws enhances trust and transparency between principals and stakeholders in the education system (Musungu, 2023). Trust is enhanced since every player receives the same treatment during the procurement process. The Board of Governors should conduct an audit as well as regulating school expenditure as required by the Education Act. However, the law assumes that teachers, principals and board members are knowledgeable in the affairs of public accounting (Musungu, 2023). However, the scholar states that many of the

educationists have pursued professional developments in instructions making it impossible to meet the financial reporting standards of the Education Act. Only a few teachers and principals understand concepts such as accounting, project management, and supply chain management (Musungu, 2023).

Furthermore, the Public Procurement Act requires principals to extract a trial balance monthly. It is the duty of the principal to make sure that the trial balance is filled properly. These documents should be filed and shared with the Ministry of Education while one copy should be retained by the school (Musungu, 2023). Similarly, a public school should prepare a balance sheet that shows the financial status of the school at a specified time. Specifically, the balance shows the schools' assets and liabilities. This shows whether the school can meet its obligations to its creditors. Ideally, the assets and liabilities of the school should balance (Musungu, 2023). Four copies of the trial balance reconciliation statement, a list of imprest holders, used cheques drawers, and cash on hand certificates, as at the date of the Trial Balance should be distributed to DSA, PSA, who should advise the PDE and MOE accordingly, TSC and a copy will be retained by the institution (Musungu, 2023). Balance Sheet is a statement that shows the financial status or position of an educational institution, as at a particular time. It shows the values of assets are the institution's possession and Liabilities are those items that institution is liable to surrender or pay, on the date on which it is prepared (Musungu, 2023).

Despite the important financial responsibilities of secondary school principals, there are serious challenges that limit their effectiveness. Some management experts have criticized the criteria used in teacher promotion (Musungu, 2023). Usually, teachers who are appointed principals are those who attain job group 'M'. This approach means that teachers are not equipped with skills to undertake additional roles and responsibilities

such as financial management (Musungu, 2023). Further, the Ministry of Education does not train teachers on management skills, instead, they start training once they are promoted to deputy principals or principals. Instead, the Board of Members are the principal stakeholders of resource mobilization while principal is in charge of the utilization of financial resources (Musungu, 2023). Poor financial management skills in the education system results in resource wastage and poor resource utilization.

Several research gaps emerge in the existing literature that will be explored further in this study. Although the literature outlines the roles and responsibilities of principals in financial management, there is a need for more empirical research on the specific challenges and constraints that principals encounter in mobilizing and managing resources effectively. Also, the literature highlights the importance of budgeting and procurement processes in schools but does not extensively explore the impact of these processes on teacher performance and school outcomes. This research could delve deeper into how efficient resource mobilization strategies contribute to creating conducive environments for teaching and learning. While the literature discusses the legal frameworks and guidelines governing financial management in schools, more research is needed to assess the actual implementation and compliance of these regulations. This research will investigate whether principals adhere to procurement laws and financial reporting standards to enhance accountability and transparency in resource utilization.

2.5 Principals' Coordination Strategies and Teachers Performance

Coordination is an important concept of management that is critical for secondary school principals. Coordination refers to the action of bringing together different units to a unified operation to achieve a common objective (Oliech, 2023). Coordination involves integrating objectives, different work units, and activities in a systematic way to achieve

goals through pooling resources and collective efforts. Effective coordination ensures smooth operations and resource maximization. Coordination is especially important in public schools which comprise different units, multiple stakeholders, activities, and objectives (Oliech, 2023).

Oliech (2023) writes that coordination synchronizes individual efforts to realize institutional goals and objectives. Usually, coordination is important because individual differences might limit the attainment of set goals. On the other hand, researchers found that coordination includes management of individual efforts in a systematic way to realize unity of action (Oliech, 2023). Coordination is important in a school system because internal and external stakeholders must work together to meet instructional and learning goals. Since a school is a system with multiple units that work towards a common goal (Oliech, 2023).

One management scholar states that a system comprises of complex elements that interact mutually. According to the scholar, a school is an open system which undergoes constant transformation as the members work towards identified goals (Mabele et al., 2023). A different scholar says that every system is loosely connected to other sub-units. In the school system, some of the sub-units include teachers, processes, administration, parent-teacher relationships, material supplies, and process outcomes. An effective principals oversees the smooth interaction of these sub-units to enhance teaching and learning outcomes (Mabele et al., 2023).

Literature shows a direct relationship between coordination and educational performance. For example, one study has found a positive relationship between coordination and teachers' instructional performance (Mabele et al., 2023). The scholars found coordination influences teachers' performance when there are clear definition of

teachers' roles and responsibilities. Also, school principals improve teachers' instruction when they appoint competent staff as leaders in their schools (Mabele et al., 2023). Coordination addresses challenges as bottlenecks, insufficient resources while promoting inter-departmental cooperation and cost-effective allocation of resources.

The principal is the leading force in the implementation of coordination techniques that promote management practices in secondary schools (Mabele et al., 2023). Usually, the principal uses different coordination techniques in a school. For example, vertical coordination improves collaboration between leaders and subordinates in different departments. In contrast, horizontal coordination enhances working relationships between leaders of different units to realize a common goal (Mabele et al., 2023). The scholars say that coordination promotes innovation, information sharing, and teachers' instructional performance.

School principals coordinate instructional activities in school. Ideally, the school principal ensures that the teachers implement instructional methods that enhance learning. Instructional supervision also ensures that instructional methods are suited to learners' capabilities and learning goals (Chiira et al., 2023). Therefore, the principals will monitor teachers' preparation and delivery of course content. At the same time, the principals provide teachers with feedback on ways to improve instructional methods. Also, principals work to implement school-based practices and programs to sharpen teacher skills (Chiira et al., 2023). For example, principals prepare seminars which teachers use to improve their teaching methods. This role also includes ensuring that teachers have all the necessary resources that they require to meet their responsibilities (Chiira et al., 2023). It is also vital to listen to teacher feedback and take corrective action to improve learning outcomes.

Teachers handle multi-dimensional tasks that encompass giving performance feedback, classroom content delivery, and curriculum planning. Other tasks includes evaluation of learning outcomes, parent management, and collaboration with other instructors (Chiira et al., 2023). The school principal controls teachers' instructional activities aiming to achieve the best educational outcomes. Ideally, the principals appoints teachers as heads of departments based on factors such as seniority, performance, and experience (Chiira et al., 2023). The chosen leaders should ensure that the school achieves a result-driven culture that prioritizes learning and teaching. If the principal does not select a performance-driven team, then the efforts of the institution will suffer due to demotivated and unsatisfied personnel. In contrast, a team that is committed to improve the educational outcomes will prepare well-designed goals alongside clear steps to achieve the set goals (Chiira et al., 2023).

The effective use of instructional materials improve the quality of students' learning outcomes. Chiira et al. (2023) report that the use of proper instructional materials improves students' in-depth understanding of curricula material. The principal plays an important role in this activity because he or she monitors the approach of the teachers to instructional delivery. In turn, the principal can encourage teachers to change their instructional methods to those that promote learning outcomes. The principals also monitors the development of new and more effective materials and makes acquisition plans for the school (Chiira et al., 2023). For example, the principal is often at the forefront of acquiring technologies that enhance learning. The principals will also ensure that instructors understand instructional resources to ensure effective teaching and practical learning. Principals must ensure that the teaching fraternity has adequate knowledge in its area of expertise to make sure that students receive proper instruction.

There are apparent research gaps in the existing literature that will be explored in this study. There is a need for empirical research to explore specific coordination techniques that have the most significant impact on instructional outcomes. The existing literature highlights the role of principals in coordinating instructional activities and providing feedback to teachers. However, there is a lack of research examining how principals' feedback and support influence teachers' professional development and instructional effectiveness over time. The literature emphasizes the importance of principals' role in selecting and developing instructional leaders within schools, there is limited research on the criteria and processes used by principals to identify effective department heads and team leaders. This study will investigate how principals assess and cultivate leadership qualities among teachers, and the subsequent impact on teachers' job performance.

2.6 Theoretical Framework

Ludwig Von Batenlaffe developed the Systems Theory to explain how organizations with different sub-units operate to realize set goals (Abala et al., 2021). Educationists have recognized that a school is a system with various sub-units that work together towards set goals. Other scholars note that schools are open systems that receive and give output to the society. The Ministry of Education develops the curriculum and teaching materials while the government provides teachers and financing while the parents take part as they work with their learners to help the latter attain educational goals. The principal coordinates these resources by monitoring teacher activities, motivating teachers, providing feedback to teachers, liaising with parents, and allocating resources (Abala et al., 2021). The learners are also important aspects of the system since academic performance is often the key indicator of educational outcomes. Therefore, principal activities will determine the success of learners, teachers, and schools.

2.7 Conceptual Framework

Independent Variable

Dependent

Variable

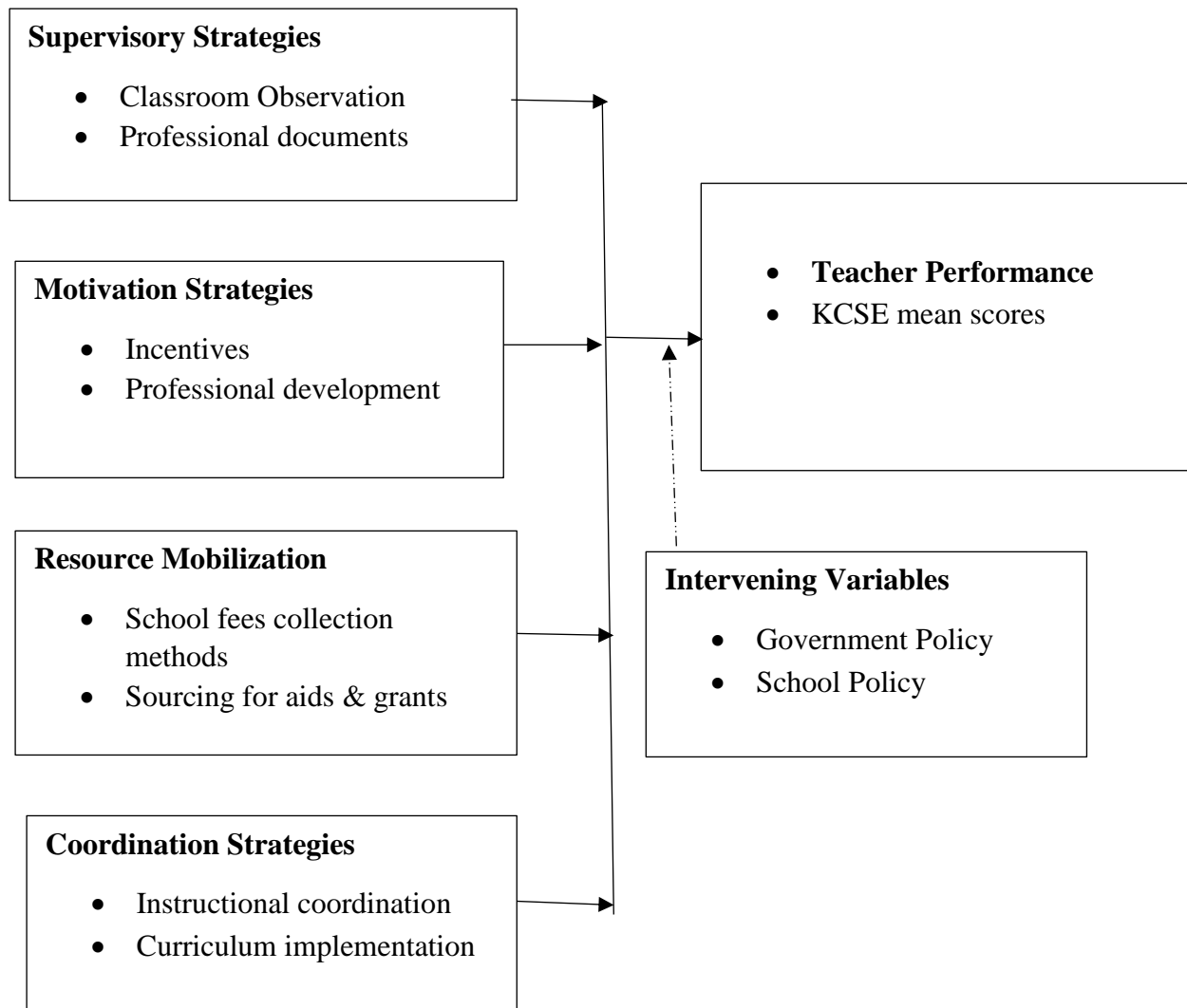


Figure 1: Conceptual Framework

2.8 Research Gaps

Numerous research gaps emerge from this review of literature. While many studies emphasize the importance of instructional supervision in improving teaching practices, there remains a gap in understanding the specific supervisory strategies that are most effective in different educational contexts. The literature also discusses the importance of motivational strategies in improving teacher performance, there is a need for more

specific investigation into which motivational techniques are most effective in different educational contexts and cultures. There is a gap in the literature regarding the impact of motivation strategies on specific aspects of teaching and learning outcomes, such as student engagement, academic achievement, and retention rates. While the current literature outlines the roles and responsibilities of principals in financial management, there is a need for more empirical research on the specific challenges and constraints that principals encounter in mobilizing and managing resources effectively. The existing literature highlights the role of principals in coordinating instructional activities and providing feedback to teachers. However, there is a research gap of examining how principals' feedback and support influence teachers' professional development and instructional effectiveness over time.

2.9 Summary of Literature

This section reviewed existing studies on the influence of principals' management strategies on teacher performance in secondary schools. Research shows that principals' supervisory, motivational, resource mobilization, and coordination strategies significantly impact teaching quality and overall school performance. Supervisory strategies, including frequent observations and constructive feedback, are linked to higher teacher efficacy and improved classroom practices. Motivational strategies, such as recognition, incentives, and professional development opportunities, play a crucial role in enhancing teachers' commitment and job satisfaction. Studies on resource mobilization reveal that effective sourcing and allocation of resources by principals can enhance the teaching environment and provide teachers with the tools they need to succeed. Additionally, coordination strategies, including clear communication and collaborative planning, contribute to a supportive school culture that encourages teacher engagement and performance. While these strategies have been widely studied, there is

limited research focused on schools in remote and underserved regions, such as Eldas Sub County, Wajir County. This study aims to bridge this gap by examining how principals' management strategies influence teacher performance within the unique educational context of this region.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter outlines the study's methodology including the research design, study area, target population, sampling techniques, sample size, and data collection instruments. Other segments of this chapter include pilot study, validity and reliability of research instruments, data collection procedures, data analysis, and ethical considerations.

3.1 Research Methodology

This study adopted a mixed methods approach which combines quantitative and qualitative methods to facilitate deeper understanding of the research topic and yield more concrete evidence on the research problem (Dawadi et al., 2021). Quantitative methods were used to obtain responses from the structured questionnaires containing open ended and closed ended questions. Qualitative data was obtained from the responses of the interview questions administered to the school principals of the respective schools. Qualitative methods gave an in-depth outline of the research issues that embraced the perspectives of the population and their interaction context (Dawadi et al., 2021). The methods give a better explanation of subject's behavior and beliefs as the cultural norms in the society. Quantitative research methods were used to test the research questions through the use of nominal variables in the research tools (Dawadi et al., 2021).

3.2 Research Design

A research design describes the framework that a researcher uses to conduct research. A research design describes the procedures that are followed to solve the research problems. Dubey and Kothari (2022) say that a research design situates a researcher in an empirical world to link research questions to data. Another scholar writes that a research design provides a framework that allows a researcher to assess relationships among different

variables. This research used a descriptive survey research design to answer the research questions. A descriptive survey research design is appropriate to collect both qualitative and quantitative data. This research aimed to collect both qualitative and quantitative data to determine the influence of teachers' management strategies on teacher performance in public secondary schools in Eldas Sub County in Wajir County.

A descriptive survey research design is effective because it allows a researcher to examine the distribution of one or many variables without considering causal relationships or focusing on hypotheses. Mugenda and Mugenda (2008) advice that descriptive research designs explore existing topics by determining individuals' behaviours, perceptions, attitudes, values, and experiences. A descriptive survey design allows a researcher to combine data from both quantitative and qualitative methods to yield reliable information. Qualitative research designs yield information from open-ended questions without predetermined responses while quantitative methods derive information from close-ended questions. Interpretation of data from both qualitative and quantitative methods allows a researcher to validate the findings.

3.3 Location of the Study

The study will be conducted in Eldas Sub - County, one of the sub-counties in Wajir County, Kenya. Eldas Sub - County which is classified as an Arid and Semi-Arid Land (ASAL) hosts diverse public secondary schools, making it a suitable setting for examining the influence of principals' resource management strategies on learning outcomes. The region's schools serve students from various socio-economic backgrounds which offers a representative context for exploring educational management practices across different environments.

3.4 Target Population

Mchopa (2021) says that a target population is an entire group of people, things, or events with a specific observable trait. There are 6 public secondary schools in Eldas Sub County with approximately 120 TSC-employed teachers. This research collected information from principals since they are responsible for improving teacher performance and teachers since they are considered to have knowledge of management factors which influence their performance.

3.5 Sampling Procedures and Sample Size

A sampling technique refers to the methodology that a researcher uses to select a sample from the target population. The chosen sample should fulfil two main attributes. First, the chosen sample should be sufficiently large to form a representation of the entire population (Dubey & Kothari, 2022). This attribute means that the findings of the chosen sample should be generalizable to the entire population. Second, the chosen sample should be sufficiently small to enhance subject accessibility and minimize the expenses of time and money used when conducting research (Dubey & Kothari, 2022). Purposive sampling was used to select 6 principals and 120 secondary school teachers in Eldas Sub County, Wajir County. Purposive sampling was a suitable sampling technique because the study population is small ($n < 200$), and the researcher could be reached all the respondents during the research period (Dubey & Kothari, 2022). All the teachers were selected from all public secondary schools yielding a sample size of 120 teachers who were engaged in the study.

Table 1: Sample Size

Category	Total Population	Sample	Sample %
Principals	6	6	100%
Teachers	120	120	100%
Total	126	126	100%

Source: Field Data (2023)

3.6 Research Instruments

Data collection instruments include all the methods used to collect information from the chosen respondents. Data collection instruments determine the quality of information collected.

3.6.1 Questionnaires

The study used questionnaires to gather information from teachers to assist in answering the research questions. The questionnaires were divided into two broad sections. The first section included questions on demographic data of the respondent. The second section contained questions related to the study's variables to enable the researcher to describe the study components and to make inferences on the relationship between different variables. The questionnaire included both open- and close-ended questions following the objectives of the research. Close-ended questions limit the responses of the respondents to defined answers while open-ended questions give the respondents freedom to express themselves openly while providing additional context of the questions. Structured questions were used to gather information from principals and deputy principals.

3.6.2 Interviews

Dubey and Kothari (2022) say that interviews are appropriate for exhaustive investigations. The study used interviews to gather information from the principals. Interviews allowed the researcher to gather a deeper understanding of phenomena by asking probing and supplementary questions. Interviews allowed the researcher to establish rapport with the interviewee resulting in more reliable information from verbal responses.

3.7 Piloting of Research Instruments

An initial investigation holds significance as it establishes the viability of research instruments (Boparai et al, 2018). The pilot test was done among principals and deputy principals at Kutulo Girls Secondary School and Sarman Boys Secondary School in Tarbaj Sub County, Wajir County. These two schools have similar characteristics to schools in Eldas Sub County in terms of academic achievement. The research instruments were administered twice, with a two-week interval between each administration. The schools used for pilot study did not participate in the study. Instead, the researcher utilized the final outcomes to refine the research tools, ensuring the removal of any ambiguity and enhancing the clarity of the questions.

3.8 Testing for Validity and Reliability

Ensuring the validity and reliability of the research instrument involves several measures:

3.8.1 Validity of Research Instruments

Validity is crucial to ensure that all research objectives are adequately represented in the research tools. In this study, questionnaires were utilized and subjected to a pilot test to assess their validity. The chosen respondents were provided with the questionnaires and

given a week's time to complete them at their own convenience. Expert judgment is essential for establishing the validity of the research tool (Morad et al., 2021). Therefore, the researcher presented the filled questionnaires to university supervisors, who then provided their expert opinions. Furthermore, the researcher also sought input from specialists in the field of education administration (Morad et al., 2021). The suggestions received were incorporated to restructure the questionnaire, ensuring its validity.

3.8.2 Reliability of the Research Instruments

Reliability refers to the consistency of a research tool in producing consistent results across multiple trials (Mchopa, 2021). In this study, the researcher employed the test-retest technique to assess the reliability of the research tool. This involved administering the same questionnaire to a group of respondents on two separate occasions to determine the consistency of their responses. To evaluate the internal consistency of the instrument, Cronbach's coefficient Alpha was utilized (Mchopa, 2021). To interpret the reliability coefficient, the researcher followed guidelines stating that a coefficient greater than 0.9 is considered excellent, greater than 0.8 is good, greater than 0.7 is acceptable, greater than 0.6 is questionable, greater than 0.5 is poor, and less than 0.5 is considered unacceptable (Mchopa, 2021). If any variables fail to reach a coefficient of 0.7 using Cronbach's coefficient, they will require revision to enhance their reliability.

3.9 Data Collection Procedures

Data collection in this study was conducted in three stages. The initial stage involved a reconnaissance visit to the study area, which took place approximately one month prior to the actual study. This visit served multiple purposes, including providing an opportunity for the researcher to interact with the prospective participants and become familiar with the area. Additionally, the researcher gathered credible information to

identify any potential shortcomings in the research proposal. This stage aided in introducing the research problem and clarifying any gaps among the participants.

The subsequent stage entailed piloting the research instruments. The pilot study was conducted at Kutulo Girls Secondary School and Sarman Boys Secondary School in Tarbaj Sub County. The purpose of the pilot study was to identify and eliminate any unclear or ambiguous questions in the research instruments. The feedback and responses obtained from the pilot study assisted in adjusting the questions to ensure they yielded the desired output. The success of this second phase enabled the researcher to seek permission to proceed with the main study. The final stage involved data collection from the study participants. Primary data was collected using research instruments such as questionnaires and interviews.

3.10 Data Analysis Procedures

The quantitative data collected in this study was entered, coded, and analyzed using SPSS version 28. The analysis involved employing descriptive statistics to present the data in terms of means, percentages, and frequencies. This provided a comprehensive summary of the quantitative data.

On the other hand, the qualitative data obtained from open-ended questions underwent a process of categorization into broad themes that align with the research objectives. This categorization was achieved through content analysis, which involved systematically organizing and interpreting the qualitative data. The identified themes were reported in the research findings to provide a qualitative perspective on the data.

Table 2: Data Analysis Plan

Objectives	Research Questions	Data Type	Data Analysis
i. To establish principals' supervisory strategies and their influence on teacher performance in public secondary schools in Eldas Sub County, Wajir County.	i. How does principals' supervisory strategies influence teacher performance in public secondary schools in Eldas Sub County, Wajir County?	Quantitative	SPSS (VERSION 28) (i) Frequencies (ii) Percentages
		Qualitative	Thematic analysis
ii. To determine principals' motivational strategies and their influence on teacher performance in public secondary schools in Eldas Sub County, Wajir County.	ii. How does principals' motivational strategies influence teacher performance in public secondary schools in Eldas Sub County, Wajir County?	Quantitative	SPSS (VERSION 28) (i) Frequencies (ii) Percentages
		Qualitative	Thematic analysis
iii. To examine principals' resource mobilization strategies and their influence on teacher performance in public secondary schools in Eldas Sub County, Wajir County.	iii. How does principals' resource mobilization strategy influence teacher performance in public secondary schools in Eldas Sub County, Wajir County?	Quantitative	SPSS (VERSION 28) (i) Frequencies (ii) Percentages
		Qualitative	Thematic analysis
iv. To determine the principals' coordination strategies and their influence on teachers performance in public secondary schools in Eldas Sub County, Wajir County.	iv. How does principals' coordination strategy influence teachers' performance in public secondary schools in Eldas Sub County, Wajir County?	Quantitative	SPSS (VERSION 28) (i) Frequencies (ii) Percentages
		Qualitative	Thematic analysis

3.11 Ethical Considerations

Ethical considerations are paramount in research and involve adhering to accepted professional behavior throughout the study (Guthrie, 2010). In this study, the researcher

ensured ethical guidelines are followed to protect the rights and well-being of the respondents.

To begin with, the researcher reassured the participants that the study would not cause any physical or psychological harm. The sole purpose of the research was clearly stated, and the respondents were informed that all information obtained was treated as confidential. Anonymity was maintained in the questionnaire design, ensuring that respondents were not required to provide their names.

Prior to participating in the study, respondents were provided with a consent form that outlines the purpose, procedures, and potential risks and benefits of participation. Only those who provided voluntary consent were included in the study. The researcher acquired an introductory letter from Mount Kenya University and ethical clearance from the same institution. Additionally, a permit to conduct the study was obtained from the National Commission for Science, Technology, and Innovation (NACOSTI).

Upon entering the field, the researcher commenced by briefing the respondents on the significance of investigating the effects of school-based factors on students' academic performance. This briefing ensured that participants had a clear understanding of the study and can make informed decisions regarding their involvement.

CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This section presents the results of the study which are organized according to the objectives. This study aimed to determine the influence of principals' management practices on teacher performance in Eldas Sub County, Wajir County. Tables were used to present the study findings where the analyzed data was organized in a way that captures themes with a reflection of the objectives under study.

4.2 Response Rate

The study sampled teachers and principals from public secondary schools in Eldas Sub County, Wajir County. The response rate is shown in the table below.

Table 3: Response Rate

Category	Sample Size	Returned Questionnaires (%)	Percent
Principals	6	6	100%
Teachers	120	98	82%
Total	126	104	

Source: Field Data (2024)

A total of 120 questionnaires and 6 interview guides were administered to teachers and principals respectively. A total of 98 questionnaires and 6 interview guides were duly filed and returned for analysis. This translated to a response rate of 82% and 100% for teachers and principals respectively. According to Holtom et al. (2022), a response rate that is greater than 80% is adequate for data analysis. Consequently, a response rate of 82% among teachers and 100% for principals is sufficient to make inferences from the study population. This means that this response rate is adequate to draw accurate

conclusions from the study. This high response rate was attributed to the researcher’s willingness to engage study respondents directly.

4.3 Respondents’ Demographic Characteristics

The section presents the respondents’ gender, age, education qualification, and teaching experience. It was important to ascertain respondents’ demographic characteristics to determine if they would be helpful in meeting study objectives. The results of respondents’ demographic characteristics are presented in the section below.

4.3.1 Respondents’ Gender

Table 4: Respondents’ Gender

Gender	Frequency	Percent
Male	70	71.4
Female	28	28.6
Total	98	100.0

Source: Field Data (2024)

Majority of respondents 70 (71.4%) were male while 28 (28.6%) of respondents were female. It was important to establish the gender demographics of respondents to understand the representative sample for both gender in the study. These results indicate that public secondary schools in Eldas Sub-County have failed to attain gender equality. This is contrary to the Basic Education Act of 2013 which requires gender equality in educational opportunities.

4.3.2 Educational Qualification

Table 5: Educational Qualification

Educational qualification	Frequency	Percent
Certificate	24	24.5

Diploma	19	19.4
Undergraduate	50	51.0
Masters	5	5.1
Total	98	100.0

Source: Field Data (2024)

The study findings reveal that majority of respondents 50 (51%) had undergraduate degrees, followed by 24% (24.5%) who had certificates, followed by 19 (19.4%) with diplomas, and 5 (5.1%) of teachers were holders of masters degrees. It was important to determine teachers' qualification to assess whether they were in a position to answer study questions. The results indicate that majority of respondents had the necessary education qualification to work as secondary school teachers. Teachers' educational qualification also reveals that they could be relied upon to offer insights regarding the study objectives. This finding aligns to Otieno (2016) who concluded that many holders of undergraduate degrees in education in Kenya are trained to teach in secondary schools. Also, the Teacher Service Commission requires a Bachelor of Education as a minimum qualification for one to teach in secondary schools in Kenya (Otieno, 2016).

4.3.3 Teachers' Work Experience

Table 6: Teachers' Work Experience

Teaching experience	Frequency	Percent
less than 5 years	6	6.1
more than 5 years	46	46.9
more than 10 years	35	35.7
more than 15 years	8	8.2
more than 20 years	3	3.1
Total	98	100.0

Source: Field Data (2024)

A majority of teachers 46 (46.9%) have worked for more than 5 years, 35 (35.7%) have worked for more than 10 years, 8 (8.2%) have worked for more than 15 years, 6 (6.1%) have worked for less than 5 years, while 3 (3.1%) have worked for more than 20 years.

4.4 Teacher Performance

The research asked teachers to indicate the performance of their students in the Kenya Certificate of Secondary Education. The results are as shown in the table below.

Table 7: KCSE Mean Scores

KCSE Grade	Frequency	Percent	KCSE Mean Scores
E	27	27.6	
D -	34	34.7	
D	15	15.3	
D +	5	5.1	
C -	2	2.0	
C	4	4.1	2.92
C +	3	3.1	
B -	3	3.1	
B	3	3.1	
B +	2	2.0	
Total	98	100.0	

Source: Field Data (2024)

Majority of teachers 34 (34.7%) indicated that their learners had a mean scored of 2, followed by 27 (27.6%) with a mean score of 1, followed by 15 (15.3%) with a mean score of 3, followed by 5 (5.1%) with a mean score of 4, followed by 4 (4.1%) with a mean score of 6, followed by 3 (3.1%) with a mean score of 8, and 2 (2%) had a mean score of 9. The average mean score was 2.92 which reflects a poor academic performance.

This finding of poor academic performance in public secondary schools in Eldas Sub-County was echoed by principals during the interview. One principal said:

We have observed that the academic performance in our school has not met the expected standards over the years. Many students in public secondary schools in our region record below-average scores. This is a concern for both the staff and the community. We must take action to ensure that we raise the academic outcomes for our students and work towards consistent improvements in our KCSE scores (Principal 3)

Another principal concurred saying:

The current academic performance of our students falls below the benchmarks set for our school. As an institution, we are committed to addressing this issue and working towards significantly improving the results in the upcoming assessments (Principal 5)

This finding is in line with Odindo et al. (2020) who found an increase in poor academic performance in public secondary schools in Kenya. The scholar found that the type of secondary school that a student attends influences his or her academic performance. For example, Odindo et al. (2020) found that many public secondary schools in Kenya record poor academic performance due to inadequate infrastructure and teaching and learning resources. Similarly, Yegoh (2018) concluded that school management influences learners' academic performance. Specifically, principal activities including instructional supervision, monitoring academic performance, motivating teachers, and availing learning and teaching resources improves learning outcomes.

4.5 Supervisory Strategies and Teacher Performance

The first objective of the study was to determine principals' supervisory strategies and their influence on teacher performance in Eldas Sub-County, Wair County. The study collected teachers' responses on the influence between supervisory strategies and performance. The results are presented in the table below.

Table 8: Supervisory Strategies and Teacher Performance

Supervisory Strategies and Teacher Performance	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
The principal observes my teaching and provides constructive feedback	44	44.9%	42	42.9%	4	4.1%	3	3.1%	5	5.1%
The principal ensures lesson plans are reviewed in a timely manner	42	42.9%	36	36.7%	8	8.2%	7	7.1%	5	5.1%
The principal conducts meetings to discuss teaching strategies	37	37.8%	34	34.7%	12	12.2%	9	9.2%	6	6.1%
The principal participates in classroom activities to observe teachers	33	33.7%	36	36.7%	9	9.2%	12	12.2%	8	8.2%
The principal sets clear standards and expectations of teaching	6	6.1%	9	9.2%	6	6.1%	39	39.8%	38	38.8%

Source: Field Data (2024)

Majority of teachers 86 (87.8%) agreed with the statement that principals observe teaching and provide constructive feedback while 8 (8.2%) of teachers disagreed with the statement. Majority of teachers 78 (79.6%) agreed with the statement that the principal ensures lesson plans are reviewed in a timely manner with 12 (12.2%) of teachers disagreeing with the statement. Majority of teachers 71 (72.5%) agreed with the statement that the principal conducts meetings to discuss teaching strategies while 15 (15.3%) of teachers disagreed with the statement. Majority of the respondents 69 (70.4%) agreed with the statement that the principal participates in classroom activities to observe

teachers with 20 (20.4%) of teachers disagreeing with the statement. However majority of teachers 77 (78.6%) disagreed with the statement that the principal sets clear standards and expectations of teaching with 15 (15.3%) of the teachers agreeing with the statement.

One principal emphasized the link between supervision and teacher performance saying:

I believe principals hold a unique ability to influence the collaboration among teachers. Personally, I apply a distributed leadership approach to encourage teachers to work together and adapt their instructional methods. My role as an instructional leader often has a positive impact on student learning outcomes (Principal 3)

Another principal said that supervision improves teachers' capabilities saying:

As a principal, I've seen firsthand how consistent supervision positively impacts teacher performance. When teachers receive guidance and support through supervision, they become more confident and motivated in their roles, leading to better student outcomes.

These findings are similar to those of a study conducted by Amin et al. (2022) who found that principals' supervision activities improve academic outcomes. Specifically, Amin et al. (2022) showed that supervision works as a quality control metric which principals use to enhance teachers' instructional activities leading to improved educational outcomes. Similarly, Ndirangu and Mungai (2024) concluded that supervision improves teacher performance because principals use it to assess teachers' subject mastery, use of teaching aids, and organizational skills. The scholar argued that supervision activities including classroom observation provides an interactive forum where principals can gauge teachers' preparedness and engagement with learners and the utilization of teaching materials (Ndirangu & Mungai, 2024). In contrast, a lack of or inadequate supervisory

practices including irregular teacher assessment and lack of prepared lesson plans limit curriculum implementation which, in turn, result in poor academic performance.

From the above findings, it is evident that principals improve teacher performance when they provide feedback, review lesson plans, and conduct strategy meetings. However, Many teachers indicate a weakness in principals' setting of clear teaching standards.. This suggests that while supervisory activities like feedback and observation are well-established, clearer expectations and standards are needed to further enhance teacher performance. Therefore, principals should engage in balanced supervisory approaches that not only provide feedback but also establish consistent teaching expectations.

4.6 Motivational Strategies and Teacher Performance

The second objective of the research aimed determine principals' motivational strategies and their influence on teacher performance in public secondary schools in Eldas Sub County, Wajir County. The research asked teachers to respond to statements designed to assess the relationship between motivational strategies and teacher performance. The results of teacher responses are presented in the table below.

Table 9: Motivational Strategies and Teacher Performance

Motivational Strategies and Teacher Performance	Strongly Agree		Neutral	Strongly Disagree						
	F	%		F	%	F	%			
Teachers receive public recognition for academic performance	36	36.7%	43	43.9%	4	4.1%	7	7.1%	8	8.2%
Principals award certificates to teachers who excel in academics	33	33.7%	34	34.7%	8	8.2%	9	9.2%	14	14.3%

Teachers who excel in academics receive gifts from community and school	12 12.2%	14 14.3%	6 6.1%	38 38.8%	28 28.6%
Teachers who perform well are recommended for promotion	38 38.8%	36 36.7%	6 6.1%	10 10.2%	8 8.2%
Principals involve teachers in decisionmaking in the school	36 36.7%	31 31.6%	4 4.1%	11 11.2%	16 16.3%

Source: Field Data (2024)

Majority of teachers 79 (80.6%) agreed with the statement that teachers receive public recognition for academic performance while 15 (15.3%) of respondents disagreed with the statement. Majority of teachers 67 (68.4%) agreed with the statement that principals award certificates to teachers who excel in academic with 23 (23.5%) of the teachers disagreeing with the statement. Majority of teachers 66 (67.4%) disagreed with the statement that teachers who excel in academics receive gifts from the school and community with only 26 (26.5%) of teachers agreeing with the statement. Majority of teachers 74 (75.4%) agreed with the statement that teachers who perform well are recommended for promotion with only 18 (18.4%) of teachers disagreed with the statement. Majority of teachers 67 (68.3%) agreed with the statement that principals involve them in decision making in the school with 27 (27.5%) of teachers disagreeing with the statement.

One principal commented on the importance of motivating teachers to improve learning outcomes. The principal said:

I find the most effective way to reward my teachers is through simple praise and thanks, since most of the financial aspect of rewarding teachers like salary increment are done by the TSC. I understand that appreciation and recognition of teachers give them a sense of importance and belonging and as a result they are motivated to work harder (Principal 1)

Evidence from literature illustrates a positive relationship between motivation and employee performance. Karimi and Ziaabadi (2019) reported that employees who feel motivated are committed to their jobs resulting in better performance. Studies conducted in Kenya's education system have found that motivated teachers report improved performances in learning and teaching outcomes. Etomes and Molua (2019) concluded that principals play a crucial role in motivating teachers by implementing workplace conditions and benefits that make teachers feel valued as key stakeholders in the school. Other studies have determined that the type of motivation chosen by principals influences teacher performance. In one study, Lamaro and Akello (2023) discovered that principals who implemented rewards systems deemed as worthy by teachers reported improvements in teachers' job performance and learners academic outcomes. Another study concluded that institutions with structured reward systems including promotions and monetary incentives reap benefits of a teaching workforce dedicated to maintain high productivity levels throughout the school year (Makokha & Mugwe, 2024). Other studies have recognized that principals' recognition of teachers' performance is an important motivational strategy. For example, Nyongesa and Muchanje (2023) found that principals improve teacher performance when they recognize and recommend highly performing teachers for professional training and development opportunities. The researcher concluded that even though different motivational strategies have different outcomes on teacher performance. In turn, the research encouraged principals to determine and implement the most effective motivational strategy to improve teacher performance.

These findings show that public recognition, awarding certificates, and recommending teachers for promotion are strong motivational practices. The principals' views, particularly emphasizing simple praise and appreciation, further reinforce the idea that

intrinsic motivation have a profound effect on teacher morale and performance. This finding emphasizes the need for principals to tailor motivational strategies to suit their teachers' preferences, ensuring the chosen approach aligns with their values and expectations to improve teacher performance.

4.7 Resource Mobilization Strategies and Teacher Performance

The third objective of the study aimed to assess principals' resource mobilization strategies and their influence on teacher performance. The research asked teachers to respond to statements assessing the relationship between resource mobilization strategies and teacher performance. The results of the responses are as presented in the table below.

Table 10: Resource Mobilization Strategies and Teacher Performance

Motivational Strategies and Teacher Performance	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
The principal provides adequate teaching materials and resources	38	38.8%	39	39.8%	5	5.1%	6	6.1%	10	10.2%
The principal effectively allocates resources to enhance teaching	43	43.9%	32	32.7%	7	7.1%	9	9.2%	7	7.1%
The principal establishes programs with external parties to improve learning	12	12.2%	17	17.3%	15	15.3%	26	26.5%	28	28.6%
The principal provides learning resources in a timely manner	42	42.9%	35	35.7%	7	7.1%	9	9.2%	5	5.1%
The principal seeks funding and grants to improve learning	28	29.8%	26	27.7%	6	6.4%	20	21.3%	14	14.9%

Source: Field Data (2024)

Majority of teachers 77 (78.6%) agreed with the statement that the principal provides adequate teaching materials and resources with only 16 (16.3%) of teachers disagreeing with the statement. Majority of respondents 75 (76.6%) agreed with the statement that principal effectively allocates resources to enhance teaching with 16 (16.3%) of teachers disagreeing with the statement. Majority of teachers 54 (55.1%) disagreed with the statement principal establishes programs with external parties to improve learning while 29 (29.5%) agreed with the statement. Majority of teachers 77 (78.6%) agreed with

the statement that the principal provides learning resources in a timely manner with 14 (14.3%) of teachers disagreeing. Majority of teachers 54 (57.5%) agreed with the statement the principal seeks funding and grants to improve learning while 34 (36.2) of teachers disagreed with the statement.

The interview with principals revealed the importance of resource mobilization strategies on teacher performance. One principal said:

Resource mobilization is essential for improving teacher performance. When we are able to secure the necessary teaching materials and resources, it allows our teachers to focus more on delivering quality instruction, which greatly enhances their effectiveness in the classroom (Principal 6)

Another principal said:

By actively seeking additional resources and funding, we can provide our teachers with the tools they need to succeed. Adequate resources not only ease the burden on teachers but also empower them to improve their teaching strategies and ultimately elevate student achievement (Principal 2)

These findings are similar to those from previous studies which have assessed the role of principals in resource mobilization. According to Ruto (2023), the principal works with the board of public secondary school to ensure that resources which support learning and teaching are available. Similarly, Ruto (2023) noted that the Board of Members are the key players in resource mobilization while principals are in charge of resource utilization. Musungu (2023) found that principals are key players in the budget making process in public schools. This role requires the principal to liaise with different players including department heads and teachers to make sure that financial resources are allocated to every department in the school. Musungu (2023) concluded that teachers who receive sufficient

teaching and learning resources report better educational outcomes compared to teachers working in resource poor settings. The scholar noted that poor resource mobilization and allocation results in delayed or blocked education programs which hinder teacher performance and educational outcomes (Musungu, 2023). The results of this study are similar to outcomes of previous ones investigating the link between educational performance and resource provision. One such study revealed that schools which record high spending on learning report better learning outcomes than those with low spending on learning activities (Musungu, 2023). Therefore, this study reinforces evidence that principals' resource mobilization strategies influence educational outcomes in public secondary schools in Eldas Sub-County, Wajir County.

From these findings, it is evident that principals' resource mobilization strategies which support teacher performance by providing adequate teaching materials and allocating resources effectively. The findings emphasize that schools with higher resource investment report improved learning outcomes. This study emphasizes the importance of enhanced resource mobilization especially through external partnerships as a strategy to further support teacher performance in resource-limited settings such as Eldas Sub County.

4.8 Coordination Strategies and Teacher Performance

The fourth objective of the study sought to determine principals' coordination strategies and their influence on teacher performance in public secondary schools in Eldas Sub County, Wajir County. The research asked teachers to present their views on statements relating coordination strategies and teacher performance. Teachers' responses are as shown in the table below.

Table 11: Coordination Strategies and Teacher Performance

Coordination Strategies and Teacher Performance	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
The principal effectively coordinates and communicate school activities	15	15.3%	14	14.3%	8	8.2%	27	27.6%	34	34.7%
The principal ensures smooth coordination between departments and teachers	14	14.3%	12	12.2%	7	7.1%	28	28.6%	37	37.8%
The principal facilitates teamwork and collaboration among teachers	8	8.2%	16	16.3%	9	9.2%	27	27.6%	38	38.8%
The principal regularly updates teachers on important activities	12	12.2%	14	14.3%	7	7.1%	29	29.6%	36	36.7%
The principal ensures efficient handling of administrative tasks	17	17.3%	17	17.3%	5	5.1%	26	26.5%	33	33.7%

Source: Field Data (2024)

Majority of teachers 61 (62.3%) disagreed with the statement that the principal effectively coordinates and communicate school activities while 29 (29.6%) of teachers agreed with the statement. Majority of teachers 65 (66.4%) disagreed with the statement that the principal ensures smooth coordination between departments and teachers while 26 (26.5%) of teachers agreed with the statement. Similarly, majority of teachers 65 (66.4%) disagreed with the statement that the principal facilitates teamwork and

collaboration among teachers while 24 (24.5%) of teachers agreed with the statement. Also, majority of teachers 65 (66.4%) disagreed with the statement that the principal regularly updates teachers on important activities with 26 (26.5%) of respondents agreeing with the statement. Further, majority of teachers 59 (60.2%) disagreed with the statement that the principal ensures efficient handling of administrative tasks with only 34 (34.6%) of teachers agreeing with the statement.

The interviews with principals provided an opportunity to understand the role of coordination. One principal noted the role that principals play in coordinating school activities saying:

As a principal, I believe that teachers should have the opportunity to collaborate, and I fully support and encourage them to embrace teamwork. This collaboration fosters stronger relationships among staff, provides newer or struggling teachers with valuable insights and guidance, and creates a platform for sharing best practices and success stories. As the leader, it's my responsibility to drive this collaborative effort, and I actively take on that role (Principal 4)

Another principal added:

I believe principals hold a unique ability to coordinate school activities. Personally, I apply a distributed leadership approach to encourage teachers to work together and adapt their instructional methods. My role as an instructional leader often has a positive impact on student learning outcomes (Principal 6)

Previous studies have investigated principals' coordination activities and their influence on teacher performance. One educationist argued that principals coordinate the following areas in a school: curriculum implementation, teaching methodology, staff development, teaching aids, and the physical environment (Oliech, 2023). The importance of

coordination is predicated on the knowledge that a school is a complex system consisting of numerous sub-units. Indeed, evidence from literature indicates that coordination influence teacher performance when goals and responsibilities are clearly defined and communicated to all teachers (Oliech, 2023). This structure requires principals to take action to ensure that all sub-units work smoothly to realize school goals. Despite the importance of coordination strategies among principals, this study found that only a few teachers agreed with the statement that principals undertake coordination in schools (Mabele et al., 2023). Chiira et al. (2023) argued that principals delegate many of coordination activities. For example, Chiira et al. (2023) found that principals appoint heads of department who are responsible for coordination activities of different school departments. Consequently, principals' coordination strategies might not manifest directly since they delegate these activities to other personnel in the school.

From these findings, principals play a key role in fostering collaboration but their efforts are limited or inconsistently implemented. This study highlights that principals' coordination efforts may not be fully realized due to delegation practices or insufficient follow-through. This study reveals the importance of direct and structured coordination efforts from principals, which may help bridge communication gaps, enhance team cohesion, and ultimately improve teacher performance within the school.

4.9 Linear Regression Analysis

The research employed linear regression analysis to determine the relationship between the independent variables (principals' supervisory, motivational, resource mobilization, and coordination strategies) and the dependent variable (teacher performance). The chief goal of the linear regression model was to calculate the regression coefficient estimates

to show connection between the predictors and teacher performance as the dependent variable.

4.9.1 Model Summary

The study conducted regression analysis and the summary model results are as presented in the table below.

Table 12: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.906a	.822	.817	0.1207

a. Predictors: (Constant), supervisorystrategies, motivational strategies, resource mobilization strategies, coordination strategies

Source: Field Data (2024)

The model summary results indicate that principal supervisory strategies, principal motivational strategies, principal resource mobilization strategies, and principal coordination strategies are satisfactory variables in explaining teacher performance in public secondary schools in Eldas Sub-County, Wajir County. This is supported by the coefficient of determination (R Square) of 0.822 meaning that independent variables (supervision, motivation, resource mobilization, and coordination strategies) explain 82% variation in the performance of teachers in Eldas Sub-County.

4.9.2 ANOVA

The table below presents the Analysis of Variance to show the level of relation of the independent variable to the dependent variable.

Table 13: ANOVA

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.663	4	2.161	148.187	.000b
	Residual	1.903	132	0.013		
	Total	16.137				

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), supervisory strategies, motivational strategies, resource mobilization strategies, coordination strategies

Source: Field Data (2024)

The ANOVA table shows that the general model is statistically significant ($P < 0.05$). These results indicate that the independent variables (supervisory strategies, motivational strategies, resource mobilization strategies, and coordination strategies) were good indicators of teacher performance in public secondary schools in Eldas Sub – County. This is supported by F statistic of 148.187 and p value (0.000) which is less than the significance level of 0.05

4.9.3 Multiple Linear Regression Analysis

The regression coefficients are presented in the table below.

Table 14: Regression Coefficient Results

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.397	.098		1.602	.071
	Supervision strategies	.374	.023	.36	7.616	.000
	Motivation Strategies	.285	.019	.336	6.944	.004
	Resource Mobilization Strategies	.208	.0418	.248	5.472	.007
	Coordination Strategies	.112	.016	.171	2.381	.879

a. Dependent Variable: Teacher Performance

Source: Field Data (2024)

Regression coefficients reveal that there was a positive relationship between the independent variables (principals' supervision, motivation, resource mobilization, and coordination strategies) and the dependent variable (teacher performance). The study revealed that principals' supervisory strategies and teacher performance were positively and significantly related ($\beta = 0.374$, $p=0.000<0.05$). Further, there was a positive and statistically significant relationship between principals' motivation strategies and teacher performance ($\beta = 0.285$, $p=0.004<0.05$). Further, there was a positive and statistically significant relationship between principals' resource mobilization strategies and teacher performance ($\beta = 0.208$, $p=0.007<0.05$). There relationship between principals' coordination strategies and teacher performance was positive but not statistically significant ($\beta = 0.112$, $p=0.879>0.05$). This implies that a unit improvement in principals'

supervisory, motivational, resource mobilization, and coordination strategies result in an improvement in teacher performance by 0.374, 0.285, 0.208, and 0.112 units respectively.

The regression model for teacher performance versus principals' supervisory, motivational, resource mobilization, and coordination strategies is as follows:

$$\begin{aligned} \textit{Teacher performance} = & 0.397 + 0.374 \textit{ Principals' Supervision Strategies} + \\ & 0.285 \textit{ Principals' Motivation Strategies} + 0.208 \textit{ Principals' Resource} \\ & \textit{Mobilization Strategies} + 0.112 \textit{ Principals' Coordination Strategies} \end{aligned}$$

This regression model shows that principals' supervision, motivation, resource mobilization, and coordination strategies influence teacher performance in public secondary schools in Eldas Sub-County. Therefore, school principals seeking to improve teacher performance can focus on supervision, motivation, resource mobilization, and coordination.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This section presents summary of findings, conclusion, and recommendations of the study results organized according to the research objectives. The recommendations are based on the findings in a bid to use principals' management strategies to improve teacher performance in Eldas Sub-County, Wajir County.

5.2 Summary of Findings

The purpose of the study was to establish principals' management strategies and their influence on teacher performance Eldas Sub-County, Wajir County. This section discusses the summary of findings according to study objectives.

5.2.1 Principals' Supervisory Strategies and Teacher Performance

The first objective of the study was to establish principals' supervisory strategies and their influence on teacher performance in public secondary schools in Eldas Sub County, Wajir County. Under this objective, it was established that principal supervision is a major factor which influences teacher performance in public secondary schools. Findings showed that most of the respondents agreed that supervision activities which influence teacher performance include observing teaching and providing constructive feedback, ensuring lesson plans are reviewed in a timely manner, discussing teaching strategies, and setting standards and expectations for teaching. The regression analysis revealed a positive and statistically significant relationship between principal supervision and teacher performance in public secondary schools in Eldas Sub County ($\beta = 0.374$, $p=0.000<0.05$). Therefore, principals' supervision strategies present opportunities for

principals to observe teachers' delivery and identify pupils' needs for early intervention which improve learning outcomes.

5.2.2 Principals' Motivational Strategies and Teacher Performance

The second objective of the research was to determine principals' motivational strategies and their influence on teacher performance in public secondary schools in Eldas Sub County, Wajir County. The study established that a majority of teachers believe that principals' motivational strategies influence teacher performance. The findings revealed that the common motivational strategies used by principals include public recognition for excellent academic performance, awarding certificates to teachers who excel in academic outcomes, gifts from school and community, recommending teachers for promotion, and involving teachers in decision making. Results of the regression analysis showed a positive and statistically significant relationship between principals' motivational strategies and teacher performance ($\beta = 0.285$, $p = 0.004 < 0.05$). This finding indicates that principals can improve teacher performance by implementing various motivational strategies.

5.2.3 Principals' Resource Mobilization Strategies and Teacher Performance

The third objective of the research was to examine principals' resource mobilization strategies and their influence on teacher performance in public secondary schools in Eldas Sub County, Wajir County. The findings indicate that majority of teachers said that principals' resource mobilization strategies include provision of adequate teaching materials, allocation of learning resources, providing materials in a timely manner, and seeking funding and grants to improve learning. The regression analysis found that there was a positive and statistically significant relationship between principals' resource mobilization strategies and teacher performance ($\beta = 0.208$, $p = 0.007 < 0.05$). These

results indicate that principals can improve teacher performance by implementing resource mobilization strategies to deliver adequate learning and teaching resources.

5.2.4 Principals' Coordination Strategies and Teacher Performance

The fourth objective of the research was to determine the principals' coordination strategies and their influence on teachers performance in public secondary schools in Eldas Sub County, Wajir County. The study revealed that majority of teachers disagreed with statements that principals engaged in coordination strategies including communicating school activities, coordination between departments and teachers, facilitating teamwork and collaboration, regularly updating teachers on important activities, and efficient handling of administrative tasks. The results of the regression analysis revealed that the relationship between principals' coordination strategies and teacher performance was positive but not statistically significant ($\beta = 0.112$, $p = 0.879 > 0.05$). This result means that the relationship between principals' coordination strategies and teacher performance is a positive but it is not strong enough to rule out the possibility that it occurred by chance. Therefore, school principals can improve teacher performance by implementing coordination strategies including communication, teamwork, collaboration, and proper administration in the school.

5.3 Conclusion

The study set out to explore the influence of principals' supervisory, motivational, resource mobilization, and coordination strategies on teacher performance in public secondary schools in Eldas Sub County, Wajir County. The findings revealed that principal supervision plays a significant role in enhancing teacher performance. Supervisory activities such as classroom observation, feedback provision, and setting teaching standards positively influence teaching outcomes. The regression analysis

showed a positive and statistically significant relationship between principals' supervision strategies and teacher performance, underscoring the importance of active supervision in improving learning outcomes. Teachers responded positively to motivational strategies employed by principals. Recognitions, rewards, and involvement in decision-making emerged as key strategies that improve teacher morale and performance. Regression analysis also indicated a statistically significant relationship, confirming that motivated teachers are more likely to perform better. The provision of sufficient and timely teaching materials through resource mobilization strategies was found to have a positive and statistically significant effect on teacher performance. Principals who actively seek resources contribute significantly to improving the quality of teaching and learning in their schools. Unlike the other factors, coordination strategies were found to have a positive but not statistically significant relationship with teacher performance. While coordination practices such as fostering teamwork and effective communication are beneficial, their impact was not as pronounced, suggesting that principals might need to strengthen these strategies to make a more meaningful contribution to teacher performance.

5.4 Recommendations

The research makes the following recommendations according to the findings of the study:

- i. Principals should enhance regular classroom observations and provide constructive feedback to teachers, ensuring the improvement of instructional practices and timely intervention when necessary.

- ii. Schools should establish a formal recognition system that rewards teachers for their efforts and achievements, thereby boosting morale and motivating better performance.
- iii. Principals should actively engage in resource mobilization efforts by seeking partnerships and external funding to provide adequate teaching and learning materials that enhance teacher performance.
- iv. Principals should improve communication and coordination among departments and teachers by organizing regular staff meetings and fostering collaboration, which could enhance teamwork and school performance.

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APPENDICES

Appendix I: Consent Form

My Name is Samow Hussein Gedi, a student at Mount Kenya University carrying out a study titled, “Influence of principal’s management strategies on teacher performance in public secondary schools in Eldas Sub County, Wajir County”. I kindly request for your input through giving honest answers to the questions asked throughout this study.

Your feedback will only be used for academic purposes. Additionally there will be neither physiological nor physical harm caused to you in the course of this study. Feel free to give responses.

There will be no extra push to give inputs to questions you consider offensive although your input will be of value since it will help express issues as they are in the current society.

I..... declare that

I have read and comprehended the details indicated and will not initiate any claims if I discontinue with the study.

Signature Date

Appendix II: Questionnaire for Teachers

I am Samow Hussein Gedi a students at Mount Kenya University conducting a study titled “Principal management strategies and its influence on teacher performance in public secondary schools in Eldas Sub County, Wajir County”. I kindly ask you to answer the following questions to help in this study. Your responses will not be shared with any other party and will only be used for academic purposes.

Please tick (√) where shown and fill the required information.

Background Information

1. Gender Male [] Female []

2. How long have you been teaching?

<5 years [] <10 years []

<15 years [] >20 years []

3. What is your position in school?

Principal [] Deputy Principal []

4. How many years have you held your current position in this school?

Less than 1 year []

Between 2-3 years []

Between 4-6 years []

More than 7 years []

5. What was your KCSE mean score in the last three years?

2020	2021	2022

Section A: Principal Supervisory Strategies and their Influence on Teacher Performance in Secondary Schools

6. Does the principal supervise teachers attending their lessons?

Yes [] No []

7. Kindly rate your feelings towards these statements where SD - Strongly Disagree
D -Disagree N - Neutral A - Agree - Strongly Agree

Statement	SA	A	N	SD	D

The principal regularly observes my teaching and provides constructive feedback					
The principal ensures that lesson plans are reviewed and approved in a timely manner					
The principal conducts regular meetings to discuss teaching strategies and performance					
The principal actively participates in classroom activities to support teachers					
The principal sets clear expectations and standards for teaching performance.					

8. Kindly rate the frequency of performing the following supervision activities in the school

Statement	MO	TM	YR	NF	D
Inspect schemes of work against the syllabus					
Inspecting lesson plan					
Classroom observation					
Examining students' progress reports					
Assessing records of work					
Monitor syllabus coverage					

Key: MO- Monthly

TM- Every Term

YR- Yearly

NF – After More than 1 Year

9. Kindly tick where applicable

Statement	SA	A	N	SD	D
Supervision improves the quality of instruction					
Supervision improves teacher's conduct in class					
Supervision integrates new teachers and supports their development					
Supervision helps teachers present relevant content					

Key: SA- Strongly Agree

SD-Strongly Disagree

A- Agree, N-Neutral

D- Disagree

Section B: Principals’ Motivational Strategies and their influence on Teacher Performance in Secondary Schools

10. Could you rate the frequency of teacher rewards in your school?

Very often [] Often [] Moderately often [] Rarely [] Never []

11. Do you believe that motivation improves teacher performance?

Yes [] No []

12. Explain your answer in 12 above

.....

13. What are some of the motivational strategies your school uses? Please tick where applicable

Statement	SA	A	N	SD	D
Public recognition such as commending teachers for good academic performance					
Awarding certificates to teachers who excel in academics					
Receiving gifts from parents and community					
Recommendation for promotion for teachers who perform well					
Involving teachers in decision making in the school					

Key: SA- Strongly Agree SD-Strongly Disagree

A- Agree, N-Neutral D- Disagree

Section C: Principals’ Resource Mobilization Strategies and their Influence on Teacher Performance in Secondary Schools

14. Does a principal in a public secondary school take part in procurement of teaching and learning resources?

Yes [] No []

15. If yes in 16 above, what role does a principal play in the procurement of teaching and learning resources? Please explain

.....

16. Kindly tick where applicable on the impact of the following principal factors in influencing resource mobilization.

Principal characteristics	SA	A	N	SD	D
Educational level					
Job group					
Financial training					
Experience					

Key: SA- Strongly Agree SD-Strongly Disagree

A- Agree, N-Neutral D- Disagree

17. Please tick on the table below on the role of principals in resource mobilization

The principal secures adequate teaching materials and resources for the school.	SA	A	N	SD	D
The principal effectively allocates school funds to enhance teaching performance					
The principal establishes partnerships with external organizations to support school programs					
The principal ensures the timely availability of necessary resources for teaching					
The principal actively seeks additional funding and grants to support educational initiatives					

Section D: Principals’ Coordination Strategies and their Influence on Teacher Performance in Secondary Schools

18. Does your principal coordinate instructional activities?

Yes [] No []

19. If yes in 21 above explain

20. Kindly tick where applicable

Statement	SA	A	N	SD	D
Teachers maintain good working relationship with colleagues					
The principals discusses teacher training opportunities					

The principal encourages teachers to pursue additional training					
The principal invites career development professionals in school					
Mentorship of new teachers					

Key: SA- Strongly Agree

SD-Strongly Disagree

A- Agree, N-Neutral

D- Disagree

21. Kindly tick where applicable

Statement	SA	A	N	SD	D
The principal effectively coordinates and communicates school activities and schedules					
The principal ensures smooth coordination between different departments and staff members					
The principal facilitates collaboration and teamwork among teachers					
The principal regularly updates teachers on important school policies and changes					
The principal ensures efficient handling of administrative tasks and duties.					

Key: SA- Strongly Agree

SD-Strongly Disagree

A- Agree, N-Neutral

D- Disagree

Appendix III: Interview Guide for Principals

I am Samow Hussein Gedi a students at Mount Kenya University conducting a study titled “Principal management strategies and its influence on teacher performance in public secondary schools in Eldas Sub County, Wajir County”. I need your insight on the following interview questions to meet the objectives of the study. Your responses will not be shared with any other party and will only be used for academic purposes.

Kindly answer the following questions

1. What is your age?
2. For how long have you been teaching?
3. What is your highest educational qualification?
4. How many trained teachers do you have? If they are less what number would you need?
5. What are the supervisory techniques that you use for your teachers?
6. How frequently do you assess the teachers’ teaching activities?
7. How do you record the performance of your teachers?
8. Which ways do you use to reward teachers who perform well in school?
9. What is the criteria of promoting teachers in school?
10. Have you provided all teaching and learning resources?
11. What are the stages of purchasing school supplies in school?
12. What is the process of preparing the school budget?
13. How do you coordinate instructional activities among teachers?

14. Describe the working relationship among teachers in the school
.....
...

15. Describe how you ensure all teachers prepare lesson notes according to the syllabus and attend to their classroom duties punctually throughout the school time
.....
...

Appendix IV: ERC Certificate



Mount Kenya University

REF: MKU/ISERC/3853
TO: SAMOW HUSSEIN GEDI
Date: 09 July 2024
REG: MED/2019/59918

Dear Sir/Madam,

RE: INFLUENCE OF PRINCIPAL'S MANAGEMENT STRATEGIES ON TEACHER PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ELDAS SUB COUNTY, WAJIR COUNTY

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2889**. The approval period is **09/07/2024 - 08/07/2025**.

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.or.ke> and also obtain other clearances needed.


Yours sincerely,

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

MOUNT KENYA UNIVERSITY
ETHICS REVIEW COMMITTEE
P. O. Box 342 - 01000,
THIKA

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 709 153 000 | +254 709 153 200
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified Institution.
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Appendix V: Introductory Letter


Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MED/2019/59918
9th July 2024

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

Dear Sir/Madam.


RE: SAMOW HUSSEIN GEDI- REGISTRATION NO. MED/2019/59918

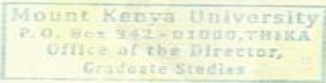
The purpose of this letter is to introduce the above named student who is pursuing Master of Education in the Department of Educational Management and Curriculum Studies in the School of Education.

The title of the research is "Influence of Principal's Management Strategies on Teacher Performance in Public Secondary Schools in Eldas Sub County, Wajir 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 July, 2024 and September, 2024.

Any assistance accorded to the student will be highly appreciated.


Thank you.


For
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

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 709 153 000 | +254 709 153 200
Email: info@mku.ac.ke, Web: www.mku.ac.ke
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Appendix VII: NACOSTI




REPUBLIC OF KENYA

Ministry of Education, Science and Technology

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref No: 365767



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Date of Issue: 16/August/2024

RESEARCH LICENSE




This is to Certify that Mr. SAMOW GEDI HUSSEIN of Masai Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Wajir on the topic: INFLUENCE OF PRINCIPAL'S MANAGEMENT STRATEGIES ON TEACHER PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN EL-DAS SUB COUNTY, WAJIR COUNTY for the period ending : 16/August/2025.

License No: NACOSTMPY2401008

Applicant Identification Number: 365767

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION



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Appendix VIII: Similarity Index Report

**INFLUENCE OF PRINCIPAL'S
MANAGEMENT STRATEGIES ON
TEACHER PERFORMANCE IN
PUBLIC SECONDARY SCHOOLS
IN ELDAS SUB COUNTY, WAJIR
COUNTY**

by Samow Hussein Gedi

Submission date: 07-Nov-2024 09:57AM (UTC-0500)

Submission ID: 2511579157

File name: Samow_Gedi_Project_for_Examination_REVISED.docx (4.65M)

Word count: 22481

Character count: 137072

INFLUENCE OF PRINCIPAL'S MANAGEMENT STRATEGIES ON TEACHER PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ELDAS SUB COUNTY, WAJIR COUNTY

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