

**EFFECTS OF PRINCIPALS' ADMINISTRATIVE PRACTICES ON TEACHERS'
JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KATHIANI
SUB-COUNTY, KENYA**

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DECLARATION

This project is my original work and has not been submitted for the award of a degree in any other university.

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DEDICATION

I dedicate this work, with a lot of respect and appreciation, to my husband Mr. Benjamin K. Wambua and our children; Joshua, Liberty and Keziah for their patience and sacrifice exhibited through my studies.

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ABSTRACT

School principals' administrative practices are an important management function in relation to obtaining, developing and motivating the human resources required by a school to achieve its objectives. The effectiveness of a principal's administrative practices is reflected by the teacher job performance. This study sought to examine the principals' administrative practices and their effects on teachers' job performance in public secondary schools in Kathiani Sub-County, Machakos County. The objectives of the study were; to examine the effect of principals' supervision practices on teachers job performance in public secondary schools in Kathiani Sub-County, to determine the effect of principals' motivational practices on teachers' job performance in public secondary schools in Kathiani Sub-County, to establish the effect of principals' professional development practices on teachers job performance in public secondary schools in Kathiani Sub-County and to assess the effect of principals' delegation of duty practices on teachers' job performance in public secondary schools in Kathiani Sub-County. The study was based on path goal theory by Robert- House. The target population consisted of 32 principals and 107 teachers who were drawn from the 32 public secondary schools in the Sub-County. The researcher used stratified random sampling to sample the teachers and a census to select all the principals. Questionnaires and interviews were used as data collection instruments in this study. A pilot study was carried out, where a sample of 10% of the targeted population was used. This helped to ascertain the validity and reliability of the data collection instruments. The data collected was both quantitative and qualitative in nature. Quantitative data was analyzed through descriptive statistics. The descriptive statistics included frequencies and percentages. The Statistical Package for Social Sciences (SPSS) version 27 was utilized in running the analysis. The quantitative data was presented in form of pie charts, bar graphs and tables. On the other hand, qualitative data was analyzed using content analysis and was presented in continuous prose. The quantitative and the qualitative results revealed that principal supervision practices, principal motivation practices, principal professional development practices and principal delegation of duties affected teacher job performance. The study concluded that principals' administrative practices affect teachers' job performance in public secondary schools in Kathiani Sub-County, Kenya. The study recommends that the County Education Board, who is tasked with the responsibility of ensuring that schools offer quality education to students, should ensure that they allocate an adequate budget to facilitate in-service training for teachers.

LIST OF ABBREVIATION AND ACRONYMS

HODs	Head of Departments
KEMI	Kenya Education Management Institute
KNEC	Kenya National Examination Council
KSSHA	Kenya Secondary Schools Heads Association
MOEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
SAGAs	Semi-Autonomous Government Agencies
SCDE	Sub County Director of Education
SPSS	Statistical Package for Social Sciences
TOYA	Teacher of the Year Award
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
USE	Universal Secondary Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The success and development of the school system depends on the quality and nature of the principals' administrative strategies. School leaders are essential to the success of their school, its staff, and most importantly its students (Schmoker, 2012). Onyango (2011) asserts that the head teacher is vested with the responsibility of all the administrative tasks. The success of the principal relies on their administrative capacities to make reasonable decisions for effective administration. Performance of teachers and academic results of students has been attributed to administrative practices of school principals (Spillane, 2015). Thus, the principals play a major role in ensuring that teachers perform their job effectively which is reflected in the students' performance (Wallace Foundation, 2015). Onuma (2015) observed that, for effective management of the education system, the school principal is expected to have certain essential leadership and administrative skills being that he/she is the leader and administrator of the system.

World over, school principals' abilities and powers as the authority and leader of the school have turned into matters of worry as there are public cries on how they direct school activities. School principal influences teachers to work willingly towards the achievement of school goals and the desire of the teachers to follow them makes the principal a leader. The leadership roles of the school principal are demonstrated in planning, coordination, supervision, decision-making and motivation of staff and these are what distinguish him as the head (Issah, 2013). It is evident that good leadership plays a key role in enhancing performance. This is achieved through effective coordination which is characterized by adoption of educational planning, cogent school programs, adequate staffing and facilities. If the leadership fails, every other resource fails (Issah, 2013).

A number of United Kingdom (UK) researchers argue that leadership is one of the most important aspects in determining the success of educational institutions (Harris, 2010). In the USA, the school principal is the highest-ranking administrator in an elementary, middle, or high school. They are responsible for the overall operation of their schools. This take the form

of seeing to it that facilities and equipment are safe and in good working order, the development of overall school discipline policies and the enforcement of those policies, and the assignment of supervisory responsibilities among school personnel (Buckner, 2019).

In China, leadership for teaching and learning has long been viewed as the core work of school leadership. This implies that the principal is the supreme leader handling the core business of his/her school (Feng, 2020). The school principal is also tasked with the responsibility of handling school major issues such as developing or revising school charter, formulating school development plans, annual and semester work plans and curriculum plans; setting out major reform initiatives or new rules and regulations; change of intra school institutions and posts; appointment or removal of middle managers or other important personnel arrangements; approval of the action plan for teacher development; discussing and deciding annual budget, final accounts and the plan of large expenditure; examining the appraisal scheme of teachers and supporting staff associated with the performance related pay; formulating school policy concerning enrollment and graduation; and supervising school major infrastructure projects (Feng, 2020).

World Bank (2018) research on the working conditions of teachers in low- and middle-income countries indicated that teachers in many developing countries are not provided with basic working conditions to conduct effective teaching and ultimately deliver the learning expected by the system, parents and society. These conditions vary from basic teaching supplies to living conditions, from school belongingness to social status, from professional development to career advancement. The analysis indicated variation in teacher working conditions and motivation is huge within each country and across countries and this affects teachers' job performance.

As noted by Gathumbi, Mwanza and Lucia (2017) the school principal identifies and sets goals and objectives of the school which ought to be aligned with the national objectives in Nigeria. They also added that the principal also analyses tasks and shares responsibilities to the staff according to specialization and expertise. In Tanzania, the school principal is tasked with the administration of all the school operations with an aim of promoting the effectiveness and the quality of education. This is clearly stated in the Education and Training Policy document of Tanzania. This encompasses overseeing and organizing training and retraining of teachers and supervising teachers to ensure that they conduct their roles (Massawe, 2014).

School principals are responsible for supervision of teachers with an aim of ensuring that school objectives are achieved through effective teaching and efficient learning. In this regard, principals assist teachers in refining their competencies essential for better teaching of the disciplines (Heaton, 2016). School principals with better supervision take feedback and then further guide and move teachers towards desired work and objectives (Zepeda, 2014). Supervisory techniques help in achieving teachers' better performance and this can be accelerated through supervision practices for example; visiting classrooms, appraising, and workshops/seminars (Yousaf, 2018). Effective supervision is the process by which the principal is responsible for providing a link between individual teacher needs and organizational goals so that individuals within the school can work as a team to achieve set targets (Kerio, 2012).

The school principal also plays the role of being a motivator. Motivation helps to energize, direct and sustain positive behavior over a long period of time towards particular goals. Teacher's motivation has become an important issue given their responsibility to impart knowledge and skills to learners. Teachers' motivation is that drive that is exerted on teachers to improve their professional tasks with enthusiasm (Wilson, 2013). As noted by Boma (2018) a school principal must not only be trained in the act of administration but must be well-acquainted with the principles that guide and control administrative processes. The study concluded that the type of administrative process adopted by the principal influences the attitude of the staff which can motivate them to put in their best at achieving educational goals through an effective teaching-learning process. Motivation enhances job performance (Wambua, 2012). Wambua (2012) also asserted that the principal is the critical person in making change to occur which is very obligatory and the principals are expected to deploy the administrative practices in adapting to this change and affecting it in the school system. According to Sheldon (2013), relevance of teacher job satisfaction and are very crucial to the long-term growth of any educational system around the world. This is alluding to the fact that proper motivation of teachers translates to better teacher job performance.

Staff development practices helps in grooming teachers and achieving better teacher job performance (Ekpoh, Edet & Nkama, 2013). This is achieved through making their tasks interesting and increases the chances of job satisfaction and growth. For the improvement of the overall standard of education, teachers' professional development practices of principals must be given serious consideration. Staff development practices of principals respond to

teachers' requirements and improve supervisory competence (Yousaf, 2018). Hence, principals should offer professional and continuous development including coursework, seminars and learning chances for better development of teachers. According to Zepeda (2014), staff development is imperative for better supervision as it helps in teachers' preparations and making education a learning experience. Satisfactory staff development practices help in offering required training to the teachers, also with respect to curriculum and team work (Jill & Betty, 2012).

Consequently, another important component for quality teacher's performance is delegation of duties by the principal. This is the act of assigning duties to the juniors by the seniors such that the juniors take charge and have control over the environment. Masaku, Muola and Kimiti (2018) see delegation as the "accomplishment of work through others". The study concluded that the school, by its nature, is a complex organization where delegation of duties is unavoidable; it is therefore important for all school managers and administrators at whatever level, primary, secondary or tertiary to understand the concept of delegation; what determines it, its importance and how to use it effectively. Muma and Odhiambo (2019) posited that in schools where delegation of duties is done in a professional way dissatisfaction has gone down to normal levels, principals have their individual interests restored and school performance has improved.

Delegation of duties leads to motivation of subordinates as it encourages them to give their best at work when they have authority with responsibility. They take more initiative and interest in work and are careful and cautious in their work. Delegation leads to motivation of employees and workforce development (Iqbal, Anwar & Haider, 2015). As noted by Masaku, Muola and Kimiti (2018), delegating duties regularly accomplishes more than just taking some work off of the principal's enormous task. The research findings postulate that when done effectively, delegation can increase the degree to which teachers are invested in the success of the school. When teachers play a larger role in managing the school, they have better understanding of the rigors of keeping the institution going and feel more involved in the school's success which is likely to increase their commitment, experience and professional development (Masaku, Muola & Kimiti, 2018).

Seashore Louis, Dretzke and Wahlstrom (2010) in their extensive studies in the developing countries, Kenya included, demonstrates a positive impact on teaching and learning

environments attributed to effective principal administrative practices which result to improved teacher performance and better academic achievements. It is clear that school leadership provided by the principal is fundamental in enhancing performance of teachers and student achievements. Umosen, Uko and Caleb (2015) avers that teachers' job performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness as well as academic excellence in the teaching profession. The quality of the school is affected by how internal mechanisms work to constantly improve performance of teachers. School principal oversees curriculum and instruction processes, facilitates teachers' motivation and professional development, and delegate duties that are supportive of best practices (Umosen, Uko & Caleb, 2015).

As stated by Stronge (2018), teacher job performance encompasses the teacher's role of teaching pupils in and outside the classroom. The key aspects of teaching involve the use of instructional materials, teaching methods, making professional documents, participating in co-curriculum activities and guiding the learners. Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to the learners in and outside the classroom (Owala, Odongo & Raburu, 2016). Ministry of Education Science and Technology, [MOEST] (2005), identified teachers as one of the most important inputs to the education system. The efficient administration and utilization of this resource therefore remains critical to the quality of learning outcomes (Nilsen & Gustafsson, 2016).

The success of any school in Kenya is measured by the quality of grades attained in national examinations (Bunyi, 2013). Secondary schools in Kenya have performed differently every year in the national examinations. One clear contributing factor is the principal's administrative practices been collegial and successful or individualized system and dismal performance. Principals' administrative practices ensure that each of the components that contribute to improved teacher performance outcomes is present, working effectively and aligned with all other elements (Owan & Agunwa, 2019). The interest in raising levels of performance has led to a focus identifying the range of practices that shape performance as well as understanding of how these practices operate to enhance the performance of different groups of teachers. This study will therefore seek to establish the effects of principals' administrative practices on teachers' job performance in public secondary schools in Kathiani Sub- County.

1.2 Statement of the Problem

Principals' administrative practices are an important management function concerned with obtaining, developing and motivating the human resources required by a school to achieve its objectives (Lunenburg, 2010). This pressurizes school principals as they are expected to provide an enabling working environment for teacher's high productivity through administration support practices (Onuma, 2015). However, there are underlying issues with regard to how effectively principals execute their duties in provision of administrative services as the teacher job performance in most Kenyan secondary schools is below expectations (Atwala, 2011). The situation is even worse in Kathiani Sub-County statistics which show that most of the secondary schools have recorded a mean score below 4.5 in KCSE between 2015 and 2019 except in 5 schools with a mean score above 4.5 (Musyoka, 2018). The poor performance of students is a reflection of poor teacher job performance which implies that principals do not effectively provide administrative support practices to teachers in areas of supervision, motivation, professional development, and delegation of duties for maximum productivity (Pont, Nusche, & Moorman, 2018).

Several studies focusing on principal's administrative practices have been carried out. For instance, a study by Nzoka and Orodho (2014) evaluated the relationship between school management and students' academic performance with regard to the effectiveness of strategies being employed by school managers in secondary schools in Embu North District, Embu County, Kenya. Another study by Iroegbu and Etudor-Eyo (2016) focused on establishing the relationship between principals' instructional supervision and teachers' effectiveness. These studies reveal both conceptual and contextual gaps. Conceptual gaps exist as these studies related principals' administrative practices with students' academic performance, principals' performance and effectiveness of teachers' competence. In the case of contextual gaps, none of the study focused on Kathiani Sub-County. With an aim of filling in this gap, this study examined principals' administrative practices and their effects on teachers' job performance in public Secondary schools in Kathiani Sub-County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to examine the effects of principals' administrative practices on teachers' job performance in public secondary schools in Kathiani Sub-County, Kenya.

1.4 Objectives of the Study

The objectives of the study were:

1. To examine the effect of principals' supervision practices on teachers' job performance in public secondary schools in Kathiani Sub-County.
2. To determine the effect of principals' motivational practices on teachers' job performance in public secondary schools in Kathiani Sub- County.
3. To establish the effect of principals' professional development practices on teachers' job performance in public schools in Kathiani Sub-County.
4. To assess the effect of principals' delegation of duties on teachers' job performance in public secondary schools in Kathiani Sub-County.

1.5 Research Questions

The study was guided by the following research questions:

1. To what extent do principals' supervisory practices affect teachers' job performance in public secondary schools in Kathiani Sub- County?
2. What is the effect of principals' motivational practices adopted on teachers' job performance in public secondary schools in Kathiani Sub-County?
3. What is the effect of principals' professional development practices on teachers' job performance in public secondary schools in Kathiani Sub-County?
4. To what extent does principals' delegation of duties practices affect teachers' job performance in public secondary schools in Kathiani Sub-County?

1.6 Significance of the Study

The findings of this study may be useful to various groups of people in Kathiani Sub County, Machakos County and Kenya as a whole. To start with the study will help the principals to understand the impact of principal administrative practices on teacher job performance. Particularly, the study will help the principal understand the magnitude

of effect of principal supervision practices, principal motivational practices, principal professional development practices and principal delegation of duties on teacher job performance. Hence, the principals will be informed on what carries more weight.

Through the help of principals, the study will help the teachers to understand what they ought to do differently and what they need to improve so as to improve their performance which will translate to improved students' performance. This may take the form of participating in in-service training to improve on their skills, attending conferences, cultivating better relationships with fellow teachers and the students as well as using the appropriate instructional materials.

The findings of the study may also be useful to the County Education Board who is tasked with the responsibility of ensuring that schools offer quality education to students. Precisely, they will realize that they have a key role to play in ensuring that they allocate an adequate budget to facilitate in-service training for teachers. Similarly, the Kenya Education Management Institute (KEMI) may find the findings of the study useful in identifying the training needs for school administrators towards enhancing performance of teachers through supervision, motivation, professional development and delegation of duties. Further, the Teachers Service Commission (TSC) may also find the findings of the study useful by being enlightened on how job performance of the teachers may be enhanced through administrative practices.

Educational policy makers may also benefit from the study findings by realizing the importance of principals' practices of supervision, motivation, professional development and delegation of duties to teachers. This would thus stimulate effective ways for school principals to supervise, motivate, and support teacher's professional development and delegate duties responsibly. In addition, the decisive actions, behaviours and practices of school principals may also offer policy makers an opportunity to evaluate the administrative practices in context and determine the success of these practices in use.

1.7 Limitations of the Study

The following limitations were encountered during the study:

1. The researcher was not able to ascertain whether the respondents were honest when giving their feedback. This was attributed to them fearing that the information provided may be used against them. To avert this, the researcher assured them of confidentiality of the information given and also making them aware that the information provided would be utilized for academic purposes only.
2. Some respondents did not respond to all the items in the questionnaires. The researcher used other sources of data as interviews with the principals to supplement the data collected.
3. The study was descriptive in nature utilizing both quantitative and qualitative approach. This ensured that the researcher gathered adequate data as use of open-ended questions allowed for in-depth understanding of the subject matter. However, the study was limited to one sub-county which implies that there is need for caution before generalizing the results to a larger population.

1.8 Delimitations of the Study

Mugenda and Mugenda (2003) define delimitations as boundaries of a study. There are many factors influencing teachers' job performance in secondary schools however this study focused on principals' administrative practices namely principal supervision practices, principal motivation practices, principal professional development practices, and principal delegation of duties practices. The study only covered public secondary schools since private secondary schools have different administrative and governance structures and therefore have different characteristics from public secondary schools. Geographically, the study was delimited to Kathiani Sub-County. Therefore, the findings of this study were generalized though with caution for general secondary schools due to the unique nature of characteristics of schools.

1.9 Assumptions of the Study

The study was carried out on the assumption that principal's administrative practices affected teachers' job performance. The study also assumed that the target respondents

in this study gave honest and reliable information that was used to form a basis of the conclusion and recommendations for this study.

1.10 Theoretical Framework

This study was guided by the Path Goal Theory developed by Robert J. House (1971) and modified in 1996. House believed that a leader's behaviour is dependent on the fulfillment, motivation and performance of his or her subordinates. The Path Goal Theory states that a good leader equips subordinates with clear direction, sets high goals, gets involved in goal achievement and supports his employees. The leader clears the path for the followers to take. Dixon and Hart (2010) points out that path-goal theory advocate for senior leaders possessing attributes such as having a flexible behaviour, giving clear and precise instructions, provision of direction, instituting a solid structure, and rewards in order to have improved performance amongst the juniors. According to this theory, leaders should clarify the path to subordinates such that they know which way to go and remove barriers that are stopping them from going there (House, 1971)

Path Goal theory is relevant to this study as it perceives the nature of leadership as a key influencer to the performance of the subordinates. The theory posits that through good leadership, senior leaders encourage and lead the subordinates to contribute towards the effectiveness and success of the organization of which they are a member (McShane & Glinow, 2010). This theory includes four different approaches of leadership behaviour applicable in schools which are participative, supportive, directive and achievement-oriented (Alanazi, Khalaf & Rasli, 2013). Participative leadership is geared towards encouraging innovation and creativity through collection of new ideas for institutional effectiveness. Supportive approach by the principal motivates the staff through building strong emotional bonds and improving trust relationships. Principals use a directive approach in encouraging staff working abilities through planning and organizing staff development activities. Lastly, an achievement-oriented approach can be utilized by the principal by establishing high quality targets for staff and seeking improvement over time. A school principal motivates teachers to fill learning gaps in order to improve their performance. The principal influences the teacher's attitudes by setting challenging goals with high expectations and high standards for improved performance. These approaches by the school principal reduce conflicts, dissatisfaction

and stress in the workplace. The school administrator motivates teachers by sharing responsibilities, removing obstacles, providing good working relationships, supporting their working morale, decreasing task boredom and pushing for job performance (Olowoselu, bin Mohamad & Mohamed, 2019).

This theory also informs the study as leaders employ behavior that eliminates deficiencies and is instrumental to employees' satisfaction, as well as individual working performance. The theory consequently recognizes the impact of a leader on the achievement of goals (Malik, 2012). The principal should increase confidence while at the same time decrease the anxiety of teachers through administrative support.

This theory links to this study as it postulates that leader's behaviour determines the performance of their subordinates. In the context of this study, the interaction between principal, teachers and the school culture is paramount to improve teacher's skills and knowledge. A school principal who supports teachers through supervision, professional development, motivates and delegates duties to teachers ensures school success as teachers are motivated. Teachers are satisfied as they develop themselves to improve on their knowledge and teaching techniques. As a result, teachers gain expertise and self-confidence in work development (Olowoselu, bin Mohamad & Mohamed, 2019).

1.11 Conceptual Framework

A conceptual framework is a prototypical presentation where an analyst, abstracts, speaks to connections between variables in the study demonstrating relationships realistically or diagrammatically, (Orodho, 2004). Conceptual framework is the method of presentation where the researcher represents the relationship between variables in the study and explains them diagrammatically. The conceptual framework is as presented in Figure 1.1.

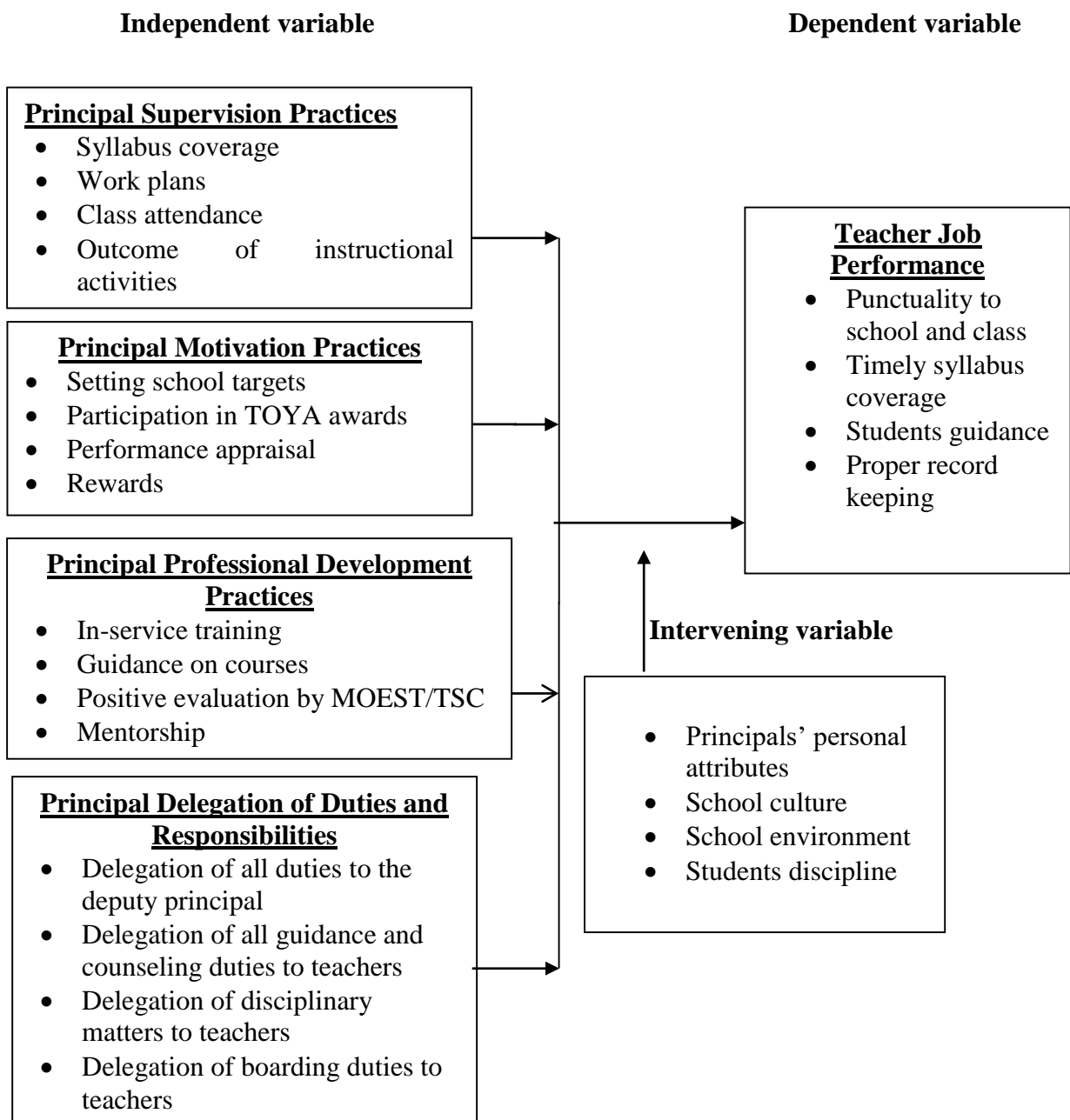


Figure 1.1: Conceptual Framework

Source: Researcher (2021)

Figure 1.1 shows the relationship between the independent variable, which encompasses principal's administrative practices, and the dependent variable, which in this study was wrapped up in teacher's job performance. The diagram illustrates that the researcher sought to establish the direct effect of the principal administrative

practices on teacher job performance and the intervening effect of principals' personal attributes, school culture, school environment and students' discipline.

Principal supervision practices were measured by accessing the extent of syllabus coverage, the preparation of work plans, the status of class attendance and the outcome of instructional activities. Principal motivation practices were measured by accessing whether there are set school targets, whether teachers participate in TOYA awards, whether the principal conducts performance appraisal and rewards teachers for good performance. Principal professional development practices were accessed through accessing the existence of in-service training, guidance on courses, evaluation by MOEST/TSC, and mentorship for teachers.

Principal delegation of duties and responsibilities was measured through establishing whether the principal delegates all duties to the deputy principal, delegates all guidance and counseling duties to teachers, delegates disciplinary matters to teachers and delegates boarding duties to teachers. Teacher job performance was measured through accessing teachers' punctuality to school and class, timely syllabus coverage, students' guidance and proper record keeping.

1.12 Operational Definition of Terms

Administrative practices: refers to the factors and conditions put in place by the school administration to effectively provide leadership in the institution.

Delegation of duties: refers to the process that a principal gives some tasks to the teachers to do on his/her behalf.

Teacher job performance: refers to the quality of work expected from each teacher over the course of a set period of time.

Motivational practices: refer to the principal's facilitation on processes affecting the inner and outer needs and drivers that energize and sustain the behavior of teachers.

Principal: refers to the chief executive in a secondary school who spearheads all school programmes in order to achieve the desired goals in the schools.

Professional development practices: refers to the principal's support on the activities that develop teachers' skills, knowledge and expertise.

Supervision practices: refer to the principals' checking on the teaching and learning process in schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides the literature on the main concepts organized under the following sub-heading; concept of administrative practices and concept of teachers' job performance. The chapter also provides empirical literature review under the following sub-heading; principals' supervision practices on teacher job performance, principals' motivation practices on teachers' job performance, principals' professional development on teacher's job performance, principal's delegation of duties on teachers' job performance and teachers job performance. Summary of literature review and research gaps are also discussed.

2.2 Main Concepts

2.2.1 The Concept of Administrative Practices

Today's leaders must possess relevant skills set as they are the key figure in an institution's success or failure (Desravines, 2015). Principals are the key leaders of their schools as well as administrators in whose hands lie the future of these institutions. This is because they are the ones tasked with the responsibility of coordinating and organizing the entire organization towards the achievement of set goals and objectives. School principals' performance determines the effectiveness of their job (Lunenburg, 2010). Wamulla (2013) posits that the nature of a principal leadership points to how effective the school will be in achieving its goals and targets. Leadership is about the quality of individual leaders, the role that leaders play, and their style of management, their relationship to the vision, values and goals of the school and their approach to change. Leadership in educational institutions is a dynamic process where the principal is responsible for the groups' tasks, actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context. The principal has diverse tasks to accomplish for successful administration of the school system (Usman, 2016).

Osakwe (2015) defines administration as the allocation of resources and inputs for the purpose of producing output desired by the customers of an organization so that corporate objectives are accomplished. Administration therefore refers to facilitating planning, organizing, directing and controlling the activities across the school to achieve school success. Kelechukwu (2011) describes the school principal as the leader of the school, school father, adviser, chief administrative executive, public relation officer, curriculum director, innovator, policy maker, organizer, communicator, school authority educator, perfectionist and philosopher. Agih (2015) study findings describe the functions of the principal as supervisor of instructions, curriculum development, aid evaluation, school community relations, and manager of school finance, staff and student personnel administration. This implies that the principal has a critical role to serve as a school administrator.

Alhassan (2014) states that principal's administrative practices are inclusive of orientation, decision making, communication, delegation of duties, supervision, staff professional development and motivation. Muriithi (2012) views administrative practices as an intervention by a second party aimed at improving the standards of work done. The research findings point out those administrative practices in a school implies all the processes as played by the principals on ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out. This study focused on delegation of duties, supervision, staff professional development and motivation.

Adeyemi (2010) explains that supervision is the process of administration which involves the push to manage everyday activities of people working in the school system. Obiweluzor, Momoh and Ogbonnaya (2013) avers that to supervise means to direct, oversee, guide or to make sure that the expected guide or the expected standards have been met. The present-day emphasis among educational practitioners from all over the world is the provision of supervisory practices in the teaching and learning system (Aldaihani, 2017). Adesina (2010) observes that the leader is considered as having the best ideas, possessing the greatest understanding of situations and providing the best guidance. Thus, principals facilitate the implementation of the various sets of instructional activities geared towards an effective and qualitative educational system that will improve the teaching-learning situation.

Motivation is the combination of a person's desire and energy directed at achieving a goal. In managing employees' performance, motivation is one of the elements that administrators should capture into their attention. Administrators have to spend much of the administrative time on addressing motivation because it is the force that acts upon employees to initiate and direct their behaviours. Motivation involves the use of internal and external factors to stimulate desire and energy in people to be continually interested and committed to their job and role or to make an effort to attain a goal (Gbollie & Keamu, 2017).

Professional development aims to train teachers after completing pre-service studies, by continuously developing knowledge and skills of teachers. The aim of staff development is shifting the learning to the actual work field (De Rijdt, Stes, van der Vleuten, & Dochy, 2013). Staff development practices of principals respond to teachers' requirements and improve supervisory competence (Yousaf, 2018). Better staff development practices shape teachers with respect to human relations and development (Heaton, 2016).

Aceke, Muola and Kimiti (2019) defines delegation as a means of assigning work to the others and giving them authority to do so on their behalf with full powers and authority while Siddiquee (2010) avers delegation as the dynamics of management which the manager follows in dividing the work assigned to him so that he/she performs that part which they can effectively manage. Principals due to complicity of their duties and unique organizational placement can get others to help him/her. Choy, McCormack and Djurkovic, (2016) posits that delegation of school duties are key elements that are not limited to the level of knowledge, skills, confidence and motivation specific to the task they are asked to accomplish. Mbulawa (2012) established that principals need to evaluate all staff members to see who qualify to take responsibility for the task in question before they delegate. After evaluating their skills, work styles, personalities, background, and organizational experience, choose the most appropriate employees to delegate specific duties and responsibilities to.

2.2.2 The Concept of Job Performance

The educational success and failure to a great extent depends on the performance of teachers. Therefore, the performance of teachers is paramount in the improvement of

education in any country. Teachers' performance entails activities that teachers professionally perform in the classroom in relation to their areas of specialization (Richards, 2012). Teachers' job performance refers to the development of good instructional documents, effective lesson delivery, regular assessment of students, regular and punctual school and class attendance, effective use of instructional time, and exhibiting good working relations. Performance is the actual work done as against the expected level of achievement. Performance is the result of the effort exerted and the resources utilized (Vipinosam & Acevedo, 2015). Therefore, teachers' job performance refers to the degree at which teachers discharge their primary duty of teaching and learning, as well their general attitude towards the teaching profession (Owan, 2012).

According to Johnson, Kraft and Papay (2012), administrative support is the school's effectiveness in assisting or supporting teachers regarding student discipline, curriculum, instructional methods and adjustment to the school environment. It is the principal of the school who sets an encouraging environment for the teachers to utilize in performing their work. Many principals in different schools fail to meet this obligation. Sadly, the same issues bordering on teachers' job performance persist, on this note; the researcher will seek to know if administrative practices have any effect to teachers' job performance.

Supervision is essential for teachers' job performance because it offers the professional support and guidance that enables them perform at their best. Supervision is instructional leadership whose aim is ensuring quality learning in the school. Instructional supervision is concerned with teachers teaching and students learning in the classroom (Mbae, 2016). Supervision of learning enables the principal to monitor the performance of his teaching staff with the aim of enhancing productivity. The teachers are increasingly availed the opportunity to become better. It is a process of stimulating growth and excellence in teaching with resultant quality and excellent grades for the students (Mbae, 2016).

Leigha (2010) in his study findings posits that the modern supervisor is a friend to the teacher, a counselor, an energizer, a colleague, partner in progress and helper. This is

exhibited by the principal who is committed and experienced with the goal of portraying instructive strategies or methodologies for the teachers to take up.

In the secondary school context, motivation influences the way teachers behave and respond towards their tasks and how committed they would maintain a particular attitude. Principals require sustainable approaches and skills to maintain teachers' enthusiasm and commitment. The relevance of job performance and motivation are very crucial to the long-term growth of any school (Han & Yin, 2016). Aacha (2010) indicates that satisfied teachers are more productive and influence students' achievement. Alam and Farid (2011), postulate that motivation of teachers is very important as it affects the students directly. These findings are supported by Marques (2010) in her findings that motivation, satisfaction and performance are interdependent. Dornyei and Ushioda (2013) further states that teacher effectiveness affects students directly as there is strong correlation between teacher efficacy and students' performance hence a desired outcome by the students can occur with the help of the teacher. This implies that low motivation of teachers affects their output which then affects the students' performance.

Professional development practices need to be focused and backed up by continuous feedback as the teachers continuously engage and practice their core mandates and delegated duties (Kral, 2012). Professional development practices help in grooming teachers for achieving better performance and, at the end, making their tasks interesting. William (2010) avers that availing the basics in the teacher's requirements is certainly increases the chances of job satisfaction. As noted by Bayar (2014), for schools to realize improvement in the overall standard of education, teachers development practices of principals must be given serious consideration and the critical stakeholders understand their mandates to develop the staff is a sure path to excellent performance by students in the national examinations. Professional development for teachers is a key component through which to improve teaching.

Schleicher (2012) wrote that school heads were expected to manage their schools through the use of talents of the teachers who work under them. School heads should rather trust their teachers and have confidence in them in order to realize organizational goals as in their absence or their failure to support their organization, there are desired

results. Principals should make use of the more critical or uncooperative members of the staff so that they are more motivated and feel as being part of the team. This implies working together as a team to achieve a common goal.

2.3 Specific Information

2.3.1 Effects of Principals' Supervision Practices on Teachers Job Performance

Baker (2010) conducted a study in the United States of America (USA) on the influence of instructional supervision on teacher retention. The study findings indicated that the nature of instructional supervision by the principals influenced teacher retention rate to a great extent. The study concluded that principals help teachers to fulfill their role through effective instructional supervision and evaluation systems improves instruction hence improved overall student achievement. Consequently, implementation of effective instructional supervisory practices is fundamental in empowering teacher's instructional capacities. This study reveals a scope gap as it was based in the USA.

In Canada, school principals ought to constantly adapt to the reality of continuous reform within their institutions (Turnbull, Anderson, Riley, MacFarlane, & Aladjem, 2016). The department of education of New Brunswick (NBDE) emphasized the administrative role of principal and the role of pedagogical guide for their teachers. The study findings revealed that principals play critical roles in moving the school forward and in ensuring quality learning which the goal of the school is. This study reveals a scope gap as it was based in Canada, Europe.

Ghavifeki and Ibrahim (2014) did a study on the principals' supervisory role and how it affects the secondary teachers' job performance in Kuala Lumpur, Malaysia. The findings indicated that there is a significant relationship between teacher's perception on the supervision role of the principals and improving teachers' job performance from various aspects of teaching practices, professional competencies and motivation. The good attributes of the principal enhance better job performance among teachers in the schools.

Iroegbu and Etudor-Eyo (2016) examined the differences in teachers' effectiveness based on principals' instructional supervision in public secondary schools in Uyo Local Education Committee in Akwa Ibom State, Nigeria. The findings were that there is a

significant difference in teachers' effectiveness based on classroom observation, analysis/strategy, post-conference analysis and post-analysis conference. Teachers in schools where instructional supervision was adequate were more effective than those that had inadequate instructional supervision. The study further revealed a gap as it was based in Akwa Ibom State, Nigeria while this study was based in Kathiani Sub-County in Machakos County, Kenya.

A study by Aseka (2016) sought the influence of head teachers' instructional supervision practices on teachers' job performance in public primary schools in Lang'ata sub county, Nairobi, Kenya. The findings revealed that teacher performance are significantly influenced by head teacher who consistently conduct lesson observation and hold model teaching lessons with teachers. Teacher's job performance was significantly influenced by head teachers conducting classroom visitation, observation and checking of teacher's professional documents. The principal is therefore responsible for coordinating, supervising and directing teachers for effective performance.

Wanzare (2012) conducted a study focusing on instructional supervision in public secondary schools in Kenya. The findings indicated that instructional supervision was viewed as a process of checking other people's work to ensure that bureaucratic regulations and procedures are followed and that loyalty to the higher authorities is maintained. The benefits of supervision practices included facilitating students' academic performance, improving the quality of teachers and teaching, and enabling instructional supervisors to monitor teachers' instructional work. The major problems frustrating the practices of instructional supervision were those associated with a lack of consistency, questionable supervisor practices and lack of resources.

Wabuko (2016) investigated the influence of principal supervisory practices on teachers' job performance in public secondary schools in Langata Sub County in Nairobi County. The study revealed that 67.6% of teachers' job performance was attributed to a combination of the independent factors that related to principals' supervision practices of classroom observation, provision of instructional resources,

checking teachers' professional records, teachers' professional development and reward system. The study concluded that a principals who consistently conduct lesson observation and hold model teaching sessions with teachers significantly influence teacher job performance and hence students' performance. In view of these different findings, the study sought to find the relationship between principals' supervisory practices and their effects on teacher's job performance in Kathiani Sub-County.

2.3.2 Effects of Principals' Motivational Practices on Teachers' Job Performance

Asim (2013) carried a study on the impact of motivation level among employee performance with the mediating of the training needed in the Pakistan secondary schools. The study findings indicated that human resource needs like promotion, motivation level of employee, training and employee performance were interrelated. The researcher concluded that motivation directly affects the rewards and promotion of teachers.

Mruma (2013) conducted a study on the role of motivation in teacher's job performance in Tanzania. The study findings indicated that motivation is an intrinsic form of reward. The study asserts that; Intrinsic motivation is derived from within the person or the activity itself and positively affects behaviours, performance and the wellbeing while extrinsic motivation on the other hand results from the attainment of externally administered rewards, including pay, material possessions, prestige and positive evaluation. The study concluded that when teachers are motivated, their performance is far beyond expectation. The study reveals a scope gap as it was based in Tanzania while this study was based in Kathiani Sub-County, Machakos County.

Justine (2011) sought to establish the effect of provision of fringe benefits and the nature of working conditions under motivational practices on teachers' performance in secondary schools in Jinja, Uganda. The results of the study indicated that there is a very weak relationship between motivational practices and teachers' performance in urban secondary schools in Jinja. This study exudes a contextual gap as it was conducted in Uganda while this study was based in Kenya.

Aliwaru (2019) sought to examine the relationship between motivational practices and performance of lecturers in Tertiary Institutions in Arua District. The findings revealed

that the overall performance of lecturers was not good. The findings further showed that provision of financial rewards as a motivation practice is positively related with lecturers' performance, while delegation of responsibilities and performance of lecturers in tertiary institutions are also positively related. The study also found out that there is a positive correlation between training and performance of lecturers in Tertiary Institutions. Generally, motivational practices predict 60% of Lecturers' performance in Tertiary Institutions in Arua District. Hence, it was concluded that financial rewards, delegation and training as motivational practices positively relate with the level and scope of performance of lecturers in Tertiary Institutions in Arua District. The study reveals a scope gap as it was based in Uganda. A contextual gap is also evident as the study targeted tertiary institutions while this study focused on public secondary schools in Kathiani Sub-County, Machakos County.

In trying to identify the ineffectiveness in job performance of teachers in Nigeria, Owan (2012) identified poor motivation, non-involvement of teachers in decision making, poor leadership styles of school leaders, poor climate, uneven distribution of task, and poor staff welfare as some variables that impede on the job performance of teachers. Many improvements have been made in terms of staff motivation in order to trigger a change in the job performance of the secondary school teachers yet the performance of teachers is still wanting.

Chandrasekar (2011) examined the work place environment impacts on employee morale, productivity and job performance both positively and negatively among public sector organizations in India. His findings revealed that if the work environment is not liked by the employees, they get de-motivated and their performance also is affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision-making opportunity led to employee dissatisfaction. The employees feel stressed and this impacts on their job performance. A conceptual gap exists as the study focused on general performance of employees in the work place while this study is specific to teacher job performance. In this sense, there are teacher specific aspects of job performance that cannot be generalized to the general work environment.

2.3.3 Effects of Principals' Professional Development practices on Teachers' Job Performance

A growing body of international research (for example, Lieberman and Pointer Mace, (2010; Waldron & McLeskey, 2010) has established that professional development constitutes the basis to improvement in teacher and school practices. Professional development can help overcome shortcomings that may have been part of teachers' pre-service education and keep teachers abreast with new knowledge and practices in the field. The professional development for teachers has a direct impact on student achievement due to enhanced teacher capacity and skills.

Herrmann et al., (2019) evaluated the effects of a principal professional development program focused on instructional leadership. The study evaluated the program in 100 lower-performing elementary schools across eight districts in USA. The study concluded that professional development program did not affect student achievement during the two years of the program's implementation or in the following year. In all three years of the study, average English language arts and math scores were nearly identical for students whose principals participated in the program and those whose principals did not. The study also concluded that the program did not affect achievement in schools with less experienced principals. The study reveals both conceptual and contextual gaps. A conceptual gap exists as the study related principal professional development to students' performance while the current study sought to relate principal professional development on teacher job performance. A contextual gap exists as the study focused on elementary schools in the USA while this study focused on public secondary schools in Kathiani Sub-County, Machakos County.

Dladla (2014) focused on the role of school principals as instructional leaders in establishing professional learning communities in schools in Pinetwon District, South Africa. The study findings signified an important shifting of focus from what the principal does to what the teacher needs. Mwihaki and Josphat (2019) examined the performance of the principals' role in promoting teachers' professional development and learners' performance in Kirinyaga and Murang'a counties, Kenya. The study established that there was no statistically significant relationship between principals' role in promoting teachers' professional development and learners' performance.

Alam and Farid (2011) examined the factors affecting motivational level of teachers at secondary school level in Rawalpindi city, Pakistan. The research findings found that mostly teachers experienced that they were paid less salary according to their knowledge, skills and capabilities for doing their job. Thus, respect should be given to teachers, provide them training to exceed their performance level and salaries should be designed according to their capabilities, experience and skills regarding job. This study also reveals contextual gaps as they were based in Pakistan.

Adam et al.'s (2017) conducted a study on the importance of training and staff development in general and their effect on the performance of public water utilities in Tanzania. The study found the following: that the training of employees had a statistically positive correlation with the performance of employees by improving behaviours, knowledge and skills. Similarly, Kithinji (2014) established that low performing schools in Tanzania were characterized by high teacher-pupil ratio which led to teachers being overworked and high rates of indiscipline among pupils. These studies exude a conceptual gap as they are focusing on other attributes that influence teacher job performance such as teacher-pupil ratio and students' indiscipline cases. The studies also reveal contextual gaps as they were based in Tanzania and were not specific to public secondary schools.

2.3.4 Effects of Principals' Delegation of duties on Teachers' Job Performance

Cranston and Kimber (2013) established that collective team efforts through delegation of duties promote teamwork and efficiency which influence teachers' willingness to assist each other in their teaching. The study concluded that teachers are more likely to be efficient in teaching when duties are delegated hence enhanced school performance. The study reveals a scope gap as it was conducted in Australia while this study was based in Kathiani Sub-County, Machakos County.

Najjar (2008) conducted a study on the effectiveness of management in private schools in Lebanon. The study showed that delegation increases flexibility in school as every problem is no longer referred to a central authority for a decision to be taken. The study recommended that schools should have organizational structure patterns in relation to various positions occupied by members of the institution. The patterns should define

duties and responsibilities, work roles, relationships and the channels of communication among teachers. The study reveals a conceptual gap as the study focused on the management function which encompasses delegation of duties while this study sought to establish the effect of delegation of duties on teacher job performance.

Mary (2010) conducted a study about delegation and job satisfaction of secondary schools conducted in Uganda. The study established that, through delegation, teachers are encouraged to do their work well and be creative by getting more involved in running the affair of their schools and work toward perfection. Once involved they have more sense of belonging at their work place, they work hard to justify their position in office and enjoy work because they feel promoted as they are executing high level roles. The study established that teachers feel trusted and work to their level best, feel responsible for the activities entrusted to them and obliged to perform to produce results to prove their worthiness.

Some studies in Kenya have shown that some head teachers were unwilling to delegate and did not involve teachers in decision making (Amoah, 2018). Ruto (2011) findings in Nandi South district established that the existence of barriers to delegation such as inadequate financial resources, teachers shying away from taking challenging duties, and centrally controlled delegated duties. Ruto (2011) also revealed that delegation of responsibility was constrained by teachers' anticipation for promotion, inadequate resources, and delegation to teachers not formally appointed by the Teachers' Service Commission (TSC) as heads of department. Heads of departments who were not appointed by TSC felt that their roles were not recognized by the employer as no incentives were given. The studies exude conceptual gaps as they did not relate delegation of duties to teacher job performance as was the case of this study. Rather, they focused on the challenges hindering the effectiveness of delegation of duties and responsibilities.

Amoah (2018) research findings also revealed that lack of commitment, lack of cooperation, coupled with inadequate training, were linked to the poor performance of delegated duties. This left an apparent gap of knowledge about the principal's delegation of duties practices and its impact on teacher's job performance. This study

aimed to fill this gap and establish its effectiveness in public secondary schools in Kathiani sub-county.

2.8 Summary of Literature Review and Research Gaps

It has been established that today's school principal is not only a teacher but an administrator and a leader. Alhassan (2014) states that principals' administrative practices are inclusive of orientation, decision making, and delegation of duties, supervision, staff professional development and motivation. Ghavifeki and Ibrahim (2014) on their study indicated that there is a significant relationship between teacher's perception on the supervision role of the principals and improving teachers' job performance from various aspects of teaching practices, professional competencies and motivation. The administrative task within the school system depends largely on the principal. The principal is the chief executive officer who occupies the top most position in the organizational structure of the school. The principal is responsible for making major decisions and activities necessary for teachers to perform in order for the school to attain set goals.

Teachers are indispensable in the curriculum implementation process of the schools. The attitude put forth by teachers can go a long way to determine the extent to which educational goals will be achieved and no educational system can rise above the level of its teachers (Federal Republic of Nigeria, 2013). Teachers' job performance is the extent to which teachers perform their instructional and pedagogical duties so as to enable the child to learn in order to attain the school's objectives (Owan, 2018). The extent, to which a school achieves its intended objectives, depends on the level of job performance displayed by the teachers. Edo (2016) observed that in a learning environment, the productivity of the academic staff is conceived in respect of the extent in which the syllabus is covered, increase in the rate of students' achievement, engaging in guidance and counseling on issues that addressed and related to academic progress of the students, bringing innovation to challenging academic situations, advising and attending to students' academic challenges, carrying out assigned tasks and responsibilities articulately, adequate planning of the schemes of work,

participating in departmental projects, setting and conducting of the examination in a proper manner.

Having explored several literatures, it was deduced that limited studies have been conducted on the principals' administrative practices and their effects on teachers' job performance, especially in terms of instructional supervision, motivation, professional development and delegation of duties at the secondary level. Many studies cited herein, were not conducted in Kenya. From the literature review done, none of the studies was specific to Kathiani Sub-County yet some of those administrative practices may be responsible for the poor performance of teachers in Kathiani Sub-County. The results obtained from a foreign study might not be the same as that of a study carried out locally and therefore the need for a study that is conducted locally to yield results that may be applicable to the immediate environment. This provoked the researcher to seek and find out if principals' administrative practices affect teachers' job performance in public secondary schools in Kathiani Sub-County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, location of the study, the target population, sampling techniques and sample size, research instruments, pilot study, validity, reliability, data collection techniques, data analysis techniques and ethical considerations.

3.2 Research Design

This study used a descriptive survey design. According to Orodho (2005) descriptive survey design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. This design was appropriate for this study due to its ability to obtain a wide range of baseline information. According to Mugenda and Mugenda (2012), descriptive survey research design also allows the researcher to secure information concerning a phenomenon under study from a selected number of respondents. The descriptive survey design was appropriate to this study as it enabled the researcher to analyze the various principal administrative practices and thereby gaining an in-depth understanding of the research problem.

Additionally, a descriptive survey design allowed the researcher to gather information for the specific study variables under review without data manipulation. This also allows the researcher to run tests that show the relationship between the independent and dependent variables (Carlson & Morrison, 2012). Use of the design enabled the researcher to establish the nature of relationship between the study variables.

3.3 Location of the Study

The selection of a research area is important and it influences the usefulness of information produced. The study was carried out in Kathiani Sub- County, Kenya. Kathiani Sub-County is 37.3313°east, and 1.4117°south. The sub-county is in Machakos County about 83.9km from Nairobi, the capital city of Kenya. The region is highly productive in agriculture. Subsistence agriculture is mostly practiced with maize

and beans. Fruits and vegetables are also grown in this Sub-County. Large amounts of produce are traded during open air markets within the Sub-County. The Sub-County borders Makueni County to the South, Machakos Central Sub-County to the West, Mavoko Sub-County to the North West, Matungulu Sub-County to the North, Kangundo Sub-County to the North East and Mwala Sub-County to the East.

Kathiani sub-county was selected deliberately due to the fact that, despite the efforts taken by the government on improving teachers' job performance, there is still a high rate of students' failure reported in the sub-county. Many secondary schools are reported to record poor performance in the Kenya Certificate of Secondary Examination in the sub-county. The researcher choose public secondary schools as they are direct recipients of assistance from the government. The researcher also choose Kathiani sub-county due to ease of data collection as it would have proved difficult collecting data from a region far from the researcher place of residence owing to the COVID 19 pandemic. The current study assumed that principals' administrative practices are a pioneering factor for the failure given that other schools, where teachers have similar qualifications like those in Kathiani sub-county, have been doing better in terms of academic performance.

3.4 Target Population

Oso and Onen (2011) define target population as the total number of subjects or the total environment of interest to the researcher. A study population comprises of individuals, households or organizations with similar characteristics about which a researcher wants to make inferences (Cooper & Schindler, 2014). Sekaran and Bougie (2010) defines population as the entire group of people or things of interest that the researcher wishes to investigate.

This research was carried out in Kathiani Sub-County in Machakos County, Kenya. Kathiani Sub-County has 32 public secondary schools. The target population consisted of all the principals and teachers in public secondary schools in the sub-county. The sub-county has thirty-two (32) principals and three hundred and fifty-six (356) secondary school teachers (Kathiani Sub-County Education Office, 2020).

3.5 Sampling Techniques and Sample Size

According to Orodho (2005), sampling is the process of selecting a sub-set of cases in order to draw conclusions about the entire population. The sampling was done in Kathiani Sub-County which comprises of one (1) National School, one (1) Extra County School, four (4) County Schools and (26) Sub-County Schools, (Kathiani Sub-County Education Office, 2020). The study applied both census and stratified random sampling. Since, the population of principals was small all the principals were selected using census. On the other hand, stratified random sampling was utilized to select the teachers. The population was stratified in such a way that the existing sub-groups of the population were more or less reproduced in sample. This technique was appropriate because the population was segregated into various strata (Bryman, 2015).

The schools were stratified into four sub-sectors as per the school category classification which includes; national schools, extra-county schools, county schools and sub-county schools. The number of teachers selected from each category was established by calculating the percentage proportion of the entire population. According to Mugenda and Mugenda (2003), a sample size of 10-30% is good enough if well-chosen from the population. The study selected 30% of the population of teachers. This implies that 3 teachers were selected from the National School, 3 teachers were selected from the Extra- County schools, 17 teachers were selected from County schools and 84 teachers were selected from the Sub-County schools. The teachers were selected using simple random sampling which eliminated sampling bias.

Table 3.1: Sample Size for Schools

School Category	School Population	% Proportion of the School	% Proportion of the Teacher Population	Sampling Technique	30% Sample of the Population of Teachers
National	1	3.13	11	Simple random sampling	3
Extra County	1	3.13	11	Simple random sampling	3
County	4	12.49	45	Simple random sampling	14
Sub-County	26	81.25	289	Simple random sampling	87
Total	32	100	356		107

3.6 Research Instruments

According to Mugenda and Mugenda (2012), research instruments are tools and procedures used in the measurement of variables in research. This study used primary data which was collected using questionnaires and interview schedules. Kothari and Garg (2014) aver that questionnaires can provide time for respondents to think about responses and are easy to administer and score. Kasomo (2010) also posits that questionnaires reduce the biases which might result from personal encounters and attitudes. Both open and closed questions were used to obtain information based on the study variables. Questionnaires were applied to the teachers. The questionnaire was as outlined in Appendix B.

On the other hand, interview schedules were applied to the principals. As stated by Cooper and Schindler (2014), interviews are a preferred method of qualitative data collection; for ease of obtaining personalized data, ability to observe and or record non-verbal cues, probing opportunities and a high return rate. Specifically, this study adopted structured interviews which are strict to interview schedules. The interview guide was as outlined in Appendix C. Kothari and Garg (2014) observed that having an interview schedule helps in the identification of key themes and sub- sections and gives the researcher a sense of order from which to draw questions from unplanned encounters.

3.6.1 Teacher's Questionnaire

The teacher's questionnaire were used to collect information on supervision practices, motivational practices, professional development practices and delegation of duties practices to teachers by the principal as well as teacher job performance. Section A was designed to gather data on the demographic characteristics of the teachers, section B contained questions on principals' supervision practices, section C contained questions on principals' motivational practices, section D contained questions on principals' professional development practices, section E contained questions on principals' delegation of duties practices while section F contained questions on teacher job performance.

3.6.2 Principal's Interviews

The researcher utilized interviews to collect information on the administrative practices that affect the teaching/learning process; hence teacher performance. Section A was designed to gather data on the demographic characteristics about the principals and the schools, section B contained questions on principals' supervision practices, section C contained questions on principals' motivational practices, section D contained questions on principals' professional development practices and section E contained questions on principals' delegation of duties practices.

3.6.3 Observation Checklist

The researcher used an observation checklist to gather information on teacher job performance. The principal guided the researcher in filling in the check list.

3.7 Pilot Study

A pilot study helps in the identification of flaws in the design and implementation of data instruments and collection procedures (Cooper & Schindler, 2014). It aids in identification of potential problems, review of mistakes and provides an indication of time required for actual field work. The researcher selected three public secondary schools in Kathiani Sub-County to pilot the study instruments. The pilot testing tested for validity and reliability of research instruments (Cooper & Schindler, 2014). The pilot study helped the researcher to note the weaknesses and inconsistencies of the study instruments. Errors noted were corrected to make them reliable. The three public secondary schools that were involved in the pilot study were not included in the final data collection exercise.

3.7.1 Validity of Research Instruments

Validity is the accuracy and meaningfulness of inferences which are based on the research results (Lakshmi & Mohideen, 2013). Thus, the degree to which results obtained from the analysis of the data represents the phenomena under study. The study utilized both context and content validity. Context validity was achieved by structuring the research instruments into sections as per the research objectives. This ensured that questions about a particular objective are in one section. The usual procedure in

assessing the content validity of a measure is to use a professional or expert in a particular field which helps in discovering question content, correction in the wording and the sequencing problems before the actual study as well as exploring ways of improving overall quality of study (Mugenda & Mugenda,2012). For the sake of this study, the supervisors from the school of education guided researcher to establish the content validity of the research instrument.

3.7.2 Reliability of Research Instruments

Kothari and Garg (2014) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. The pilot study enabled the researcher to assess the clarity of the questionnaire items and interview schedules so that those items that were found to be inadequate were modified to improve the quality of the research instrument thus increasing its reliability. The researcher administered questionnaires and interview schedules to three schools in the Sub-County. Split- half technique of reliability was employed, whereby the pilot questionnaires and interview schedules were administered. Reliability coefficient of 1.00 or close to 1.00 = no error. This meant that 0.9 and above to 1.00 = to excellent reliability, 0.8 to 0.7 = acceptable and as the coefficient tends to go towards zero (0.00) then there is much error (Bodgan & Biklen, 2007). The correlation coefficient established was between 0.70 and 0.80 for all the research questions. This means that the research instruments could be relied upon in this study.

3.8 Data Collection Procedures

The researcher got a clearance letter from Machakos University. The researcher then used the letter to get approval to conduct the research. For instance, the researcher presented it to the National Commission for Science, Technology and Innovation (NACOSTI) to obtain a research permit. The researcher also presented it to the County Director of Education in Machakos County to get permission to undertake the research. In addition, the researcher paid a courtesy call to the Sub-County Director of Education (SCDE)-Kathiani Sub-County for introduction.

The researcher then proceeded to each sampled school and booked an appointment with the principal to be allowed to administer the interviews and questionnaires. The

researcher administered the questionnaire using the drop and pick later method while the interviews were conducted using the face-to-face method. The researcher did not engage any research assistants. The researcher established an understanding with the subjects on the mission at hand and made them fill the questionnaires during their free time.

3.9 Data Analysis

The data collected was both quantitative and qualitative in nature. Quantitative data was analyzed through descriptive and inferential statistics. The descriptive statistics included frequencies and percentages. The Statistical Package for Social Sciences (SPSS) version 27 was utilized in running the analysis. The quantitative data was presented in form of pie charts, bar graphs and tables to make meaningful conclusions. On the other hand, qualitative data was analyzed using content analysis and was presented in continuous prose.

3.10 Ethical Considerations

Wilson and Hunter (2010) insist that before conducting research, there should be awareness on both parties of institutions and research participants. Thakhathi, Shepherd, and Nosizo (2018) maintains that ethical considerations in research are essential because they discourage fabrication or falsifying data, and thus encourage the quest of knowledge and truth, which is the main objective of undertaking a study.

This research was conducted in respect to the fundamentals of research ethics. The subjects were assured of anonymity to avoid prejudice and victimization. All the information gathered from the subjects was held in confidentiality in that names of the subjects were not indicated in the questionnaires, and the research findings were not used otherwise apart from for academic purposes. This study sought in-depth information on selected administrative practices and may reveal inadequacies in leadership of schools in the study area. The principals may become weary of the implications of the research; thus the researcher communicated to the subjects beforehand. The contents of the questionnaires such as what is being studied, the purpose of the study, those involved in the study and the nature of participation of each subject and methods of data collection were conveyed to respondents in advance.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis, presentation, interpretation and discussion of the findings. The response rate, demographic characteristics, descriptive statistics and inferential statistics are presented. The responses were analyzed into frequencies and percentages. Tables, pie charts and bar graphs were used to present the findings of the study. The analyzed data was arranged under themes that reflect the research objectives.

4.2 Response Rate

There were two sets of respondents namely principals and teachers. The sample size for the principals was 32 whereby the researcher only managed to reach 24 principals. On the other hand, the researcher managed to successfully administer 99 out of a possible 107 questionnaires to teachers. Table 4.1 captures the response rate.

Table 4.1: Response Rate

Response	Sampled Respondents	Successful Participants	Return Rate
Principals	32	24	75.0%
Teachers	107	99	92.5%

From Table 4.1 above, the principals yielded a response rate of 75% while the teachers yielded a response rate of 92.5%. This is supported by Babbie (2004) who retorted that 50% response rate is acceptable to publish and analyse, 60% is good and 70 % as extremely good. Thus, a response rate of 75% for principals and 92.5% for teachers was appropriate.

4.3 Demographic Information of the Respondents

4.3.1 Gender of the Respondents

The principals were asked to state their gender. This is as shown in Figure 4.1 below.

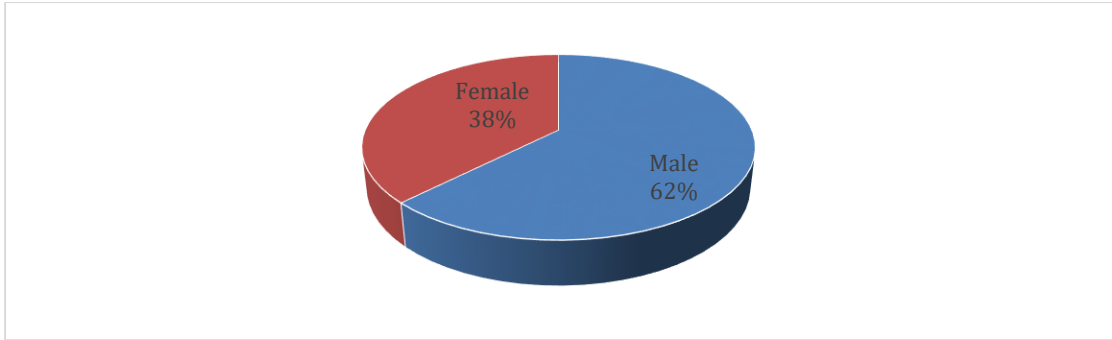


Figure 4.1: Gender of Principals

Figure 4.1 illustrates that 62% of the principals were male while 38% were female. This shows that there are more male principals than female principals in Kathiani Sub-County.

The teachers were also asked to state their gender. This is as shown in Figure 4.2 below.

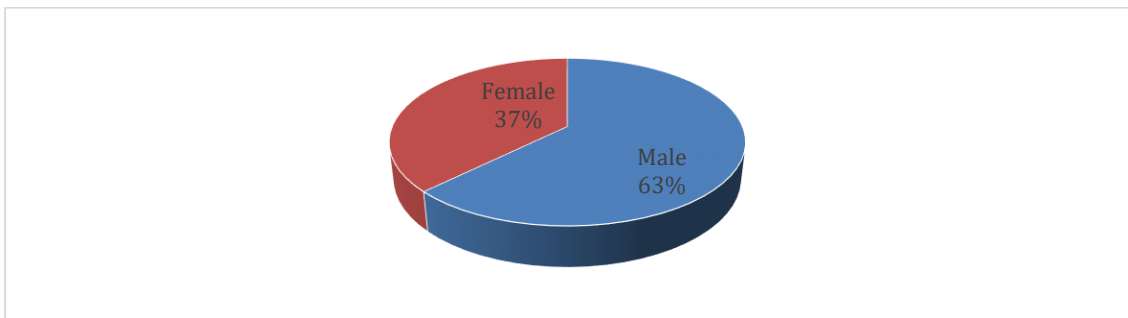


Figure 4.2: Gender of Teachers

Figure 4.2 illustrates that 63% of the teachers were male while the 37% were female. This shows that there exists gender parity in the distribution of teachers in public secondary schools in Kathiani Sub-County.

4.3.2 Level of Education of the Teachers

The teachers were asked to state their level of education. This is as shown in Figure 4.3 below.

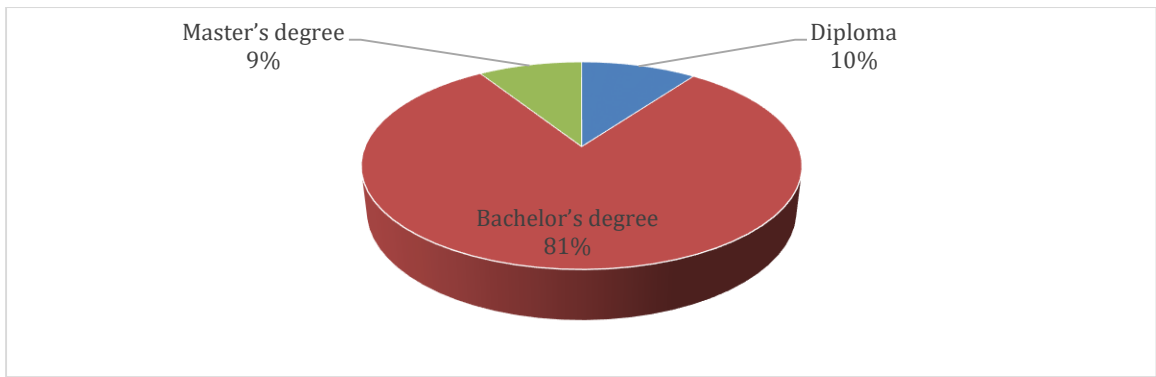


Figure 4.3: Level of Education of Teachers

Figure 4.3 illustrates that 81% of the teachers were holders of a Bachelor's degree, 10% had a diploma in education, while only 9% had pursued education up to the level Master's level. This shows that teachers in public secondary schools in Kathiani Sub-County are educated and thus they are acquainted with the requisite skills in teaching.

4.3.3 Period of Teaching

The teachers were asked to state the period of time they had been in the teaching profession. This is as shown in Figure 4.4 below.

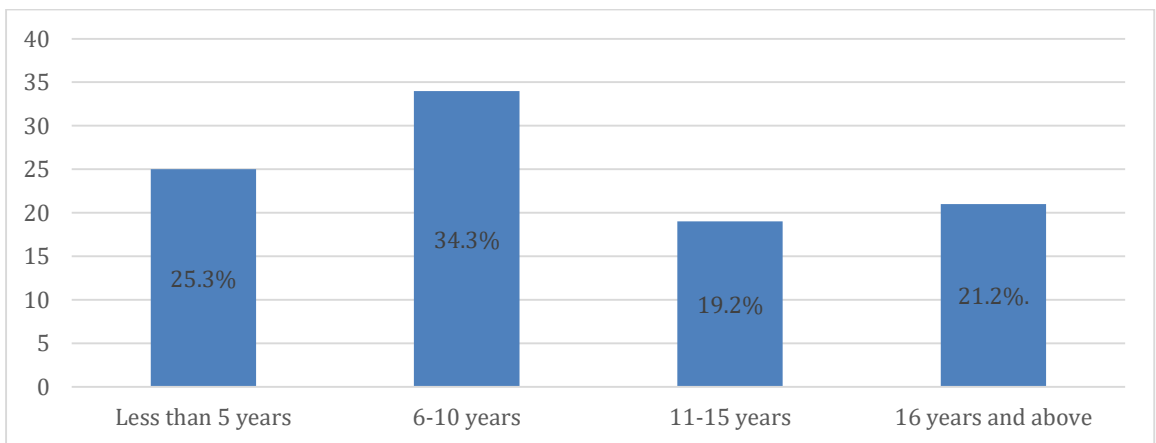


Figure 4.4: Period of Time in Teaching Profession

Figure 4.4 illustrates that 25.3% had been in the teaching profession for less than 5 years, 34.3% of the teachers had been teaching for 6-10 years, 19.2% had been teaching for 11-15 years while the rest 21.2% had taught for more than 16 years. This shows that most of the teachers have been in the teaching profession for a long period of time. This

is a pointer that they are well experienced thereby having the capability to offer quality education to the students.

4.3.4 Number of Teachers

The researcher implored the principals to indicate the number of teachers in their school. This is as shown in Figure 4.5 below.

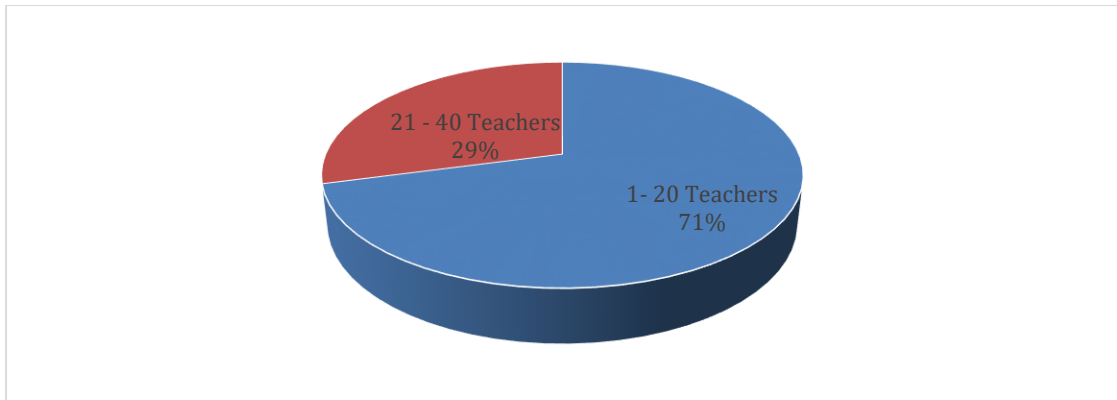


Figure 4.5: Number of Teachers per School

Figure 4.5 illustrates that 71% of the principals indicated that they had 1-20 teachers in their school while 29% indicated that their school had 21-40 teachers. This shows that each school had an adequate number of teachers to ensure that learning goes on as stipulated by the Ministry of Education. The disparity in the number of teachers can be explained by the fact that some schools have a lesser number of streams compared to the others.

4.3.5 Number of Streams

The principals were also asked to state the number of streams in their school. This is as shown on Figure 4.6 below.

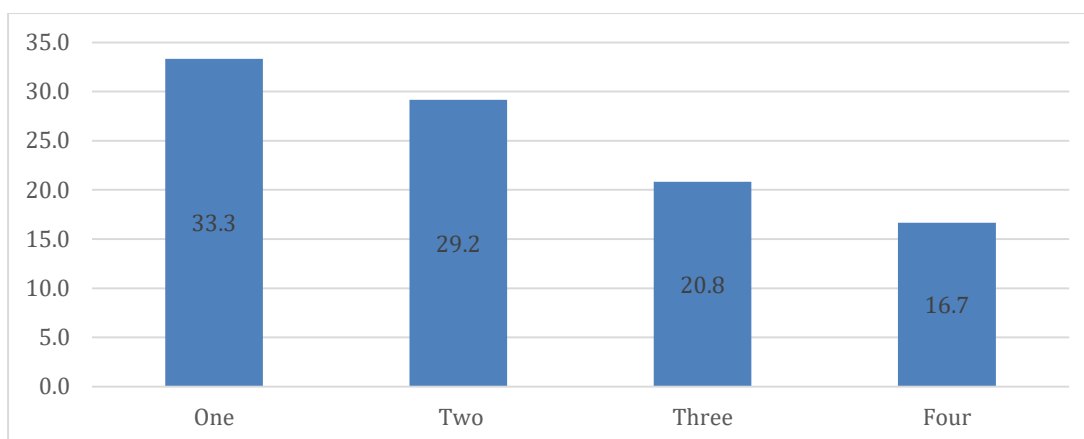


Figure 4.6: Number of Streams

Figure 4.6 illustrates that 33.3% of the principals indicated that their school had one stream, 29.2% indicated that their school had two streams, 20.8% indicated that their school had three streams while 16.7% indicated that their school had four streams. This can be explained by the fact that the schools fall under different categories namely: Sub-County, County, Extra- County and National schools and also the enrollment of students per school.

4.4 Effects of Principals' Supervision Practices on Teachers Job Performance

The first objective sought to examine the effects of principals' supervision practices on teachers' job performance in public secondary schools in Kathiani Sub-County. Descriptive data was collected from teachers and the findings are shown in Table 4.2 below.

Table 4.2: Effects of Principal Supervision Practices on Teacher Job Performance

Statement	Never	Rarely	Sometimes	Often	Always
My principal ensures control of teachers' supervision work plan	(0) 0.0%	(1) 1.0%	(10) 10.1%	(38) 38.4%	(50) 50.5%
My principal monitors teachers on punctuality to school and class	(0) 0.0%	(1) 1.0%	(6) 6.1%	(38) 38.4%	(54) 54.5%
My principal tracks teachers on preparation of instructional documents	(1) 1.0%	(2) 2.0%	(6) 6.1%	(37) 37.4%	(53) 53.5%

My principal oversees teachers on matters related to curriculum and teaching methods.	(2)	(0)	(12)	(37)	(48)
	2.0%	0.0%	12.1%	37.4%	48.5%
My principal evaluates the outcome of instructional activities.	(0)	(3)	(10)	(42)	(44)
	0.0%	3.0%	10.1%	42.4%	44.4%
My principal audits reports from HODs on syllabus coverage.	(0)	(3)	(9)	(38)	(49)
	0.0%	3.0%	9.1%	38.4%	49.5%
My principal instructs class secretaries to mark teachers who attend lessons and those who fail.	(0)	(0)	(1)	(15)	(83)
	0.0%	0.0%	1.0%	15.2%	83.8%

Table 4.3 shows that most teachers (50.5%) stated that their principal ensures control of teachers' supervision work plan always while 38.4% stated often, 10.1% stated sometimes and the rest 1% stated rarely. On the aspect of the principal monitoring teachers on punctuality to school and class, 54.5% of the teachers stated that the practice was always conducted, 38.4% stated that it was done often, 6.1% stated that it was done sometimes while only 1% stated that it was done rarely. With regard to the practice of the principal's tracking on teachers preparation of instructional documents the study shows that 53.5% of the teachers stated that it was done always, 37.4% stated that it was done often, 6.1% stated that it was done sometimes, 2.0% stated that it was rarely done while only 1% stated that it was never done. On the aspect of the principal's overseeing teachers on matters related to the curriculum and teaching methods, the results demonstrate that 48.5% of the teachers stated that it was done always, 37.4% stated that it was done often, 12.1% stated that it was done sometimes while only 2% stated that it was never done. The results show that most of the teachers' responses to the questions on their principal's supervision practice were often and always.

These findings are congruent with those of Aseka (2016) who sought the influence of head teachers' instructional supervision practices on teachers' job performance in public primary schools in Lang'ata sub county, Nairobi Kenya. The findings revealed that teacher performance is significantly influenced by head teacher who consistently conduct lesson observation and hold model teaching lessons with teachers. Teacher's

job performance was significantly influenced by head teachers conducting classroom visitation, observation and checking of teacher's professional documents.

On the aspect of the principal evaluating the outcome of instructional activities, the study demonstrates that 44.4% of the teachers stated that it was done always, 42.4% stated that it was done often, 10.1% stated that it was done sometimes while only 3% stated that it was rarely done. On the aspect of the principal's auditing of reports from HODs on syllabus coverage, the results illustrate that 49.5% teachers stated that it was done always, 38.4% stated that it was done often, 9.1% stated that it was done sometimes while only 3% stated that it was rarely done. Finally, the study reveals that 83.8% of the teachers stated that it was always done, 15.2% stated that it was often done, while 1% stated that it was done sometimes in respect to principal's instructions to class secretaries to mark teachers who attend lessons and those who fail to attend. The results show that most of the teacher's responses to the questions on principal's supervision practice were often and always. However, there were a small proportion of teachers who felt that the principal's supervision practice was poor in the sense that it was never conducted, rarely conducted or conducted very few times. In essence, this poor supervision practices impacted negatively on the teacher job performance of the teachers and the performance of the students by extension. This shows that the principals ought to improve on how they conduct the supervision practice as it impacts on teacher job performance. This finding implies that some principals were not aware of the varied supervision methods, were absent from the work place, were busy in other administrative duties or did not bother with what happened during curriculum implementation in their stations.

These findings concur with those of Baker (2010) who conducted a study in the United States of America (USA) on the influence of instructional supervision on teacher retention. The study concluded that principals help teachers to fulfill their role through effective instructional supervision and evaluation systems improve instruction; hence improved overall student achievement. Consequently, implementation of effective instructional supervisory practices is fundamental in empowering teacher's instructional capacities.

4.4.1 Thematic Analysis of Qualitative Findings on Principals' Supervision Practices on Teachers' Job Performance

The researcher also interviewed principals to examine the effect of principals' supervision practices on teachers' job performance in public secondary schools in Kathiani Sub-County. The responses from the interview with the principals supported the feedback from the teachers as they stated that they conduct various supervision practices which were similar to what the teachers alluded to. These supervision practices included checking/supervising work plans, monitoring teachers' punctuality in school and in class, audit reports from HODs on syllabus coverage, track teachers on preparation of instructional documents, evaluating the outcome of instructional activities, result analysis, lesson observation, oversee teaching on areas related to curriculum and teaching methods. One of the principal said:

“I monitor teacher’s performance, audit reports from HODs on syllabus coverage, track teachers on preparation of instructional documents, oversee teaching on areas related to curriculum and teaching methods”.

Another one stated:

“I oversee departmental work plans, class attendance, preparation of instructional documents and evaluate the outcomes of the instructional documents.”

Further, another principal stated:

“I check on matters related to the curriculum and teaching methods”.

These findings agree with those of Ghavifeki and Ibrahim (2014) who did a study on the principal supervisory role and how it affects the teachers' job performance of secondary school teachers in Kuala Lumpur, Malaysia. The findings indicated that there is a significant relationship between teacher's perception on the supervision role of the principals and improving teachers' job performance from various aspects of teaching practices, professional competencies and motivation. The findings also concur with Wabuko (2016) who investigated the influence of principal supervisory practices on teachers' job performance in public secondary schools in Lang'ata Sub County in Nairobi County. The study revealed that a principal who consistently conducts lesson

observation and hold model teaching sessions with teachers significantly influence teacher job performance and hence students' performance.

However, some noted that they encountered some challenges which hindered the supervision practice. This included unavailability due to tight work schedule, poor collaboration by the teachers whereby they fail to adhere to the recommended procedures. One principal said,

‘I have a young family and my wife is unwell which has made me ineffective in conducting the supervision among teachers’.

Another principal stated:

‘Some teachers fail to submit the required documents such as schemes of work and work plans on time which make the supervision practice difficult’.

4.5 Effects of Principals’ Motivation Practices on Teachers’ Job Performance

The second objective sought to determine the effect of principals’ motivation practices on teachers’ job performance in public secondary schools in Kathiani Sub-County. Descriptive data was collected from teachers and the results are shown in Table 4.3 below.

Table 4.3: Effects of Principal Motivation Practices on Teacher Job Performance

Statement	Never	Rarely	Sometimes	Often	Always
My principal stimulates teachers in setting school targets	(3) 3.0%	(3) 3.0%	(8) 8.1%	(28) 28.3%	(57) 57.6%
My principal inspirit good interpersonal relationship with teachers thereby promoting work friendly environment	(3) 3.0%	(3) 3.0%	(14) 14.1%	(34) 34.3%	(45) 45.5%
My principal drives effective communication	(4) 4.0%	(4) 4.0%	(14) 14.1%	(36) 36.4%	(41) 41.4%

system with teachers especially in time of urgent needs					
My principal appraises teacher performance by writing recommendation letters	(2) 2.0%	(7) 7.1%	(12) 12.1%	(34) 34.3%	(44) 44.4%
My principal encourages teachers to participate in TOYA competitions	(7) 7.1%	(8) 8.1%	(13) 13.1%	(28) 28.3%	(43) 43.4%
My principal inspires teachers by formulating a reward system to recognize performance	(4) 4.0%	(6) 6.1%	(14) 14.1%	(35) 35.4%	(40) 40.4%
My principal spurs team work to enhance knowledge sharing among teacher	(2) 2.0%	(6) 6.1%	(5) 5.1%	(20) 20.2%	(66) 66.7%

Table 4.4 demonstrates that most (57.6%) of the teachers stated that their principal stimulates teachers in setting school targets while 28.3% stated that it was done often, 8.1% stated that it was done sometimes, 3.0% stated it was done rarely and the rest 3.0% stated that it was never done. On the aspect of the principal instilling a good interpersonal relationship with teachers; thus promoting a work friendly environment, 45.5% of the teachers stated that the practice was always conducted, 34.3% stated that it was done often, 14.1% stated it was done sometimes, 3.0% stated that it was rarely done and the rest 3.0% stated that it was never done. With regard to the practice of the principal driving effective communication system with teachers especially in time of urgent needs the study show that 41.4% teachers stated always, 36.4% stated often, 14.1% stated sometimes, 4.0% stated rarely while only 4.0% stated never. On the aspect of the principal appraising teacher performance by writing recommendation letter, the study demonstrate that 44.4% teachers stated always, 34.3% stated often, 12.1% stated sometimes, 7.1% stated rarely while only 2.0% stated never. The results show that most

of the teacher's response to the questions on principal's motivation practice was often and always.

These findings agree with those of Asim (2013) who carried out a study on the impact of the motivation level among employee performance with the mediating of the training needed in the Pakistan secondary schools. Findings indicated that human resource needs like promotion, motivation level of employee, training and employee performance were interrelated. He concluded that motivation directly affects the rewards and promotion of teachers.

On the aspect of the principal encouraging teachers to participate in TOYA competitions, the study demonstrate that 43.4% teachers stated that it was done always, 28.3% stated that it was done often, 13.1% stated that it was done sometimes, 8.1% stated that it was done rarely, while 7.1% stated that it was never done. On the aspect of the principal inspiring teachers by formulating a reward system to recognize performance, the study illustrates that 40.4% of the teachers stated that it was done always, 35.4% stated it was done often, 14.1% stated that it was done sometimes, 6.1% stated that it was done rarely while only 4% stated that it was never done. Finally, the study reveals that 66.7% of the teachers stated that it was done always, 20.2% stated that it was done often, 5.1% stated that it was done sometimes, 6.1% stated that it was rarely done, while 2.0% stated that it was never done. On the aspect of the principal spurring team work to enhance knowledge sharing among teachers, the results show that most of the teachers' responses to the questions on the principals' motivation practice were often and always. However, there were a small proportion of teachers who felt that the principal's motivation practice was poor in the sense that it was never conducted, was rarely conducted or conducted very few times. This low motivation from the school administrator lowered the job performance of the teachers; thus, lowering the instructional outcomes in their institutions. These findings agree with those of Marques (2010) who, in her findings, avers that motivation, satisfaction and performance are interdependent.

4.5.1 Thematic Analysis of Qualitative Findings on Principals' Motivation Practices on Teachers' Job Performance

The researcher also interviewed principals to determine the effect of the principals' motivation practices on teachers' job performance in public secondary schools in Kathiani Sub-County. The responses from the interviews with the principals supported the feedback from the teachers as the motivation practices stated were similar to what the teachers stated. These motivation practices included ensuring that target setting is well done, encouraging teachers to participate in TOYA, having a school reward system to recognize good performance, developing good interpersonal relationship with the teachers, encouraging teamwork and writing recommendation letters for teachers' appraisals. One of the principals had this to say:

'I have developed good interpersonal relationship with the teachers, formulated a good reward system to recognize teachers' performance, encourage teamwork every time and also write recommendation letters for teachers''.

Another principal stated:

'I involve the teachers when setting targets, ensure that there exists effective communication, provide transport for teachers at night, provide nice meals for teachers, and attend to the welfare of teachers''.

These findings are consistent with those of Good and Lavigne (2017) who conducted a study on the role of motivation on teacher's job performance in Tanzania. The study findings indicated that motivation is intrinsic or extrinsic.

Other motivation practices stated included praising teachers publicly and giving them a voice, involving the teachers when setting targets, effective communication, providing transport for teachers at night, providing nice meals for teachers, attending to the welfare of teachers, cultivating a friendly work environment, recognizing individual performance, putting emphasis on in-service training of teachers. Another principal also alluded that:

'I provide a friendly work environment, appraise teachers and write recommendation letters as well as recognize individual performance''.

These findings are in line with the assertions of Aacha (2010) who indicated that satisfied teachers are more productive and influence students' achievement. The findings are also consistent with those of Aliwaru (2019) who sought to examine relationship between motivational practices and performance of lecturers in Tertiary Institutions in Arua District. Findings showed that provision of financial rewards as a motivation practice is positively related with lecturers' performance.

Nonetheless, the principals also cited some challenges that made the execution of the motivation practice difficult. These challenges included poor morale by some teachers, poor conflict resolution and poor leadership styles by the principals and departmental heads. One principal said:

‘It is difficult to motivate teachers who have a wrong attitude towards their teaching career. Some teachers choose teaching as their last resort and thus lack motivation’.

Another principal uttered:

‘Some departmental heads utilize authoritative leadership styles which breaks the social cord with their junior teachers and thus the teachers take no heed to anything they say even if meant for good’.

4.6 Effects of Principals' Professional Development Practices on Teacher Job Performance

The third objective sought to establish the effect of principals' professional development practices on teachers' job performance in public secondary schools in Kathiani Sub-County. Descriptive data was collected from teachers and the results are shown in Table 4.4.

Table 4.4: Effects of Principals Professional Development Practices on Teachers Job Performance

Statement	Never	Rarely	Sometime s	Often	Always
My principal identifies the specific areas requiring re-training for teachers	(6) 6.1%	(6) 6.1%	(22) 22.2%	(21) 21.2%	(44) 44.4%
My principal organizes in-service courses for teachers to attend	(5) 5.1%	(16) 16.2%	(20) 20.2%	(21) 21.2%	(37) 37.4%
My principal invites TSC and MOEST officers for positive evaluation of teachers	(4) 4.0%	(14) 14.1%	(11) 11.1%	(17) 17.2%	(53) 53.5%
My principal directs HODs to evaluate teachers in their departments	(3) 3.0%	(7) 7.1%	(13) 13.1%	(19) 19.2%	(57) 57.6%
My principal mentors teachers to improve in their profession	(1) 1.0%	(8) 8.1%	(15) 15.2%	(21) 21.2%	(54) 54.5%
My principal facilitates for teachers attend training by KEMI	(9) 9.1%	(16) 16.2%	(18) 18.2%	(19) 19.2%	(37) 37.4%
My principal facilitates for teachers to train as national examiners	(3) 3.0%	(11) 11.1%	(13) 13.1%	(15) 15.2%	(57) 57.6%

Table 4.5 depict that 44.4% of the teachers stated that their principal identifies the specific areas requiring re-training for teachers while 21.2% stated that it was done often, 22.2% stated that it was done sometimes, 6.1% stated it was done rarely and the rest 6.1% stated that it was never done . On the aspect of the principal organizing in-service courses for teachers to attend, 37.4% of the teachers stated that the practice was

always conducted, 21.2% stated that it was done often, 20.2% stated that it was done sometimes, 16.2% stated that it was done rarely and the rest (5.1%) stated that was never done. In regard to the practice of the principal inviting the TSC and the MOEST officers for positive evaluation of teachers, results show that 53.5% of teachers stated that it was always done, 17.2% stated that it was done often, 11.1% stated that it was done sometimes, 14.1% stated that it was done rarely while only 4.0% stated it was never done. On the aspect of the principal directing HODs to evaluate teachers in their departments, the study shows that 57.6% teachers stated that it was done always, 19.2% stated that it was done often, 13.1% stated that it was done sometimes, 7.1% stated that it was done rarely while only 3.0% stated that it was never done.

On the aspect of the principal mentoring teachers to improve in their profession, the study depicts that 54.5% teachers stated always, 21.2% stated often, 15.2% stated sometimes 8.1% stated rarely while 1.0% stated never. On the aspect of the principal facilitating for teachers to attend training by KEMI, the study illustrates that teachers stated as follows: 37.4% stated always, 19.2% stated often, 18.2% stated sometimes, 16.2% stated rarely while only 9.1% stated never. On the aspect of the principal facilitating teachers to train as national examiners, the study depicts that 56.6% stated always, 16.2% stated often, 13.1% stated sometimes, 11.1% stated rarely while 3.0% stated never. The results show that most of the teachers' responses to the questions on principals' professional development practice were often and always. However, there was a small proportion of teachers who felt that the principal's professional development practice was poor in the sense that it was never conducted, rarely conducted or conducted very few times. The implication of this finding is that some principals had low self-esteem and were not ready to support their teachers to achieve higher education than the one they have, they were not ready to spend money from the institution to upgrade their teachers' performance potential and were in bad working relationships that did not allow them to support teachers professional growth and eventually improve their job performance. The study findings are congruent with those of Bayer (2014) who opined that professional development of teachers is a key component through which teaching and learner achievement can be achieved.

4.6.1 Thematic Analysis of Qualitative Findings on Principals' Professional Development Practices on Teacher Job Performance

The researcher also interviewed principals to establish the effect of principals' professional development practices on teachers' job performance in public secondary schools in Kathiani Sub-County. The responses from the interview with the principals supported the feedback from the teachers as the professional development practices stated were similar to what the teachers stated. These professional development practices included encouraging teachers to train as KNEC examiners, encouraging teachers professional training by KEMI, mentorship and coaching, organizing in-service training for teachers, encouraging teachers to attend conferences and workshops, encouraging teachers to pursue further studies and guiding teachers on where they can source funding and scholarships. One of the principal said:

“I encourage teachers to attend conferences and workshops, encourage teachers to pursue further studies and guide teachers on where they can source funding and scholarships”.

Another principal stated:

“I encourage teachers to train as examiners and also as administrators in the education system”.

These findings are concurrent with those of William (2010) who avers that availing the basics in the teacher's requirements is certainly increases the chances of job satisfaction

Other professional development practices listed included ensuring positive evaluation of teachers by TSC and MOEST, giving HODs authority to evaluate teachers in their departments, facilitating teachers training through cost sharing, empowering HODs, recommending more ICT training for all teachers, internal appointments of HODs, identifying the specific areas requiring retraining for teachers. One of the principals said:

“I ensure that evaluation of teachers by TSC and MOEST takes place, I give HODs authority to evaluate teachers in their departments, facilitate teachers training through cost sharing and have trained my teachers on ICT”.

These findings are supported by the assertions of Lieberman and Pointer Mace (2010) and Waldron and McLeskey (2010) who established that professional development constitutes the basis to improvements in teacher and school practices.

Nonetheless, the principals also cited some challenges that made the execution of the professional development practice challenging. These challenges included poor morale by some teachers and tight schedules of the teachers. One principal noted:

“Some teachers have young families and barely have time for attending trainings and pursuing further education as at the moment their goal is keeping their job and taking care of their family”.

Another principal noted:

“Some teachers have a wrong attitude towards their teaching career. Some teachers choose teaching as their last resort and have no intention of upgrading their skills but rather are looking for an exit”.

4.7 Effects of Principals’ Delegation of Duties on Teacher Job Performance

The fourth objective sought is to assess the effect of principals’ delegation of duties on teachers’ job performance in public secondary schools in Kathiani Sub-County. Descriptive data was collected from teachers and the findings are shown in Table 4.5 below.

Table 4.5: Effects of Principals’ Delegation of Duties on Teacher Job Performance

Statement	Never	Rarely	Sometime	Often	Always
My principal delegates duties to the deputy principal	(2) 2.0%	(3) 3.0%	(10) 10.1%	(31) 31.3%	(53) 53.5%
My principal delegates executive powers to the deputy principal	(3) 3.0%	(4) 4.0%	(11) 11.1%	(33) 33.3%	(48) 48.5%

My principal fully delegates matters of discipline to teachers	(3) 3.0%	(5) 5.1%	(14) 14.1%	(31) 31.3%	(46) 46.5%
My principal publicly reprimands senior teachers/HODs in case of a mistake as they execute their duties	(52) 52.5%	(25) 25.3%	(13) 13.1%	(9) 9.1%	(0) 0.0%
My principal delegates to the deputy principal or senior teachers to attend KSSHA meetings on his/her behalf	(12) 12.1%	(13) 13.1%	(12) 12.1%	(20) 20.2%	(42) 42.4%
My principal delegates full powers to teachers in charge of boarding	(9) 9.1%	(7) 7.1%	(10) 10.1%	(15) 15.2%	(58) 58.6%
My principal delegates full control of student guidance and counseling to teachers	(3) 3.0%	(3) 3.0%	(7) 7.1%	(11) 11.1%	(75) 75.8%

Table 4.6 shows that 53.5% of the teachers stated that their principal delegates' duties to deputy principals while 31.3% stated often, 10.1% stated sometimes, 3.0% stated rarely and the rest 2.0% stated never. On the aspect of the principal delegating executive powers to the deputy principal, 48.5% of the teachers stated that the practice was always conducted, 33.3% stated often, 11.1% stated sometimes 4.0% stated rarely and the rest 3.0% stated never. With regard to the practice of the principal fully delegating matters of discipline to teachers, the study shows that 46.5% teachers stated always, 31.3% stated often, 14.1% stated sometimes, 5.1% stated rarely while only 3.0% stated never. On the aspect of the principal publicly reprimanding senior teachers/HODs in case of a mistake as they execute their duties, the study shows that 52.5% teachers stated never, 25.3% stated rarely, 13.1% stated sometimes, while 9.1% stated often. The results show that most of the teachers' responses to the questions on principals' delegation of duties were often and always. However, a small proportion of teachers felt that the principal's

delegation of duties was poor in the sense that it was never conducted, rarely conducted or conducted very few times. This implies that in some schools the principals did not have confidence in their juniors to delegate duties to them. This would mean that the principal may end up overwhelmed with tasks thereby becoming ineffective in executing their responsibilities.

These findings are supported by Mary (2010) who conducted a study about delegation and job satisfaction of secondary schools conducted in Uganda. The study established that, through delegation, teachers are encouraged to do their work well and be creative by getting more involved in running the affairs of their schools and work toward perfection.

On the aspect of the principal delegating work to the deputy principal or the senior teacher to attend KSSHA meetings on his/her behalf, the results depict that 42.4% teachers stated always, 20.2% stated often, 12.1% stated sometimes 13.1% stated rarely, while 12.1% stated never. On the aspect of the principal delegating full powers to teachers in charge of the boarding section, the study illustrates that 58.6% of teachers stated always, 15.2% stated often, 10.1% stated sometimes, 7.1% stated rarely while only 9.1% stated never. Finally, the study reveals that 75.8% of the teachers stated always, 11.1% stated often, 7.1% stated sometimes, 3.0% stated rarely while 3.0% stated never on the aspect of the principal delegating full control of student guidance and counseling to teachers. The results show that most of the teachers' responses to the questions on principal's delegation of duties were often and always. However, a small proportion of teachers felt that the principal's delegation of duties was poor in the sense that it was never conducted, rarely conducted or conducted very few times. Monopoly of duties by some principals denied the other teachers opportunities to develop in administration practices and led to lack of ownership of the institution hence lowering their job performance.

The study findings are supported by Najjar (2008) who conducted a study on the effectiveness of management in private schools in Lebanon, Najjar. The study showed that delegation increases flexibility in schools as every problem is no longer referred to a central authority for a decision to be taken.

4.7.1 Thematic Analysis of Qualitative Findings on Principals' Delegation of Duties on Teachers Job Performance

The researcher also interviewed principals to assess the effect of principals' delegation of duties on teachers' job performance in public secondary schools in Kathiani Sub-County. The responses from the interview with the principals supported the feedback from the teachers on the several duties delegated to teachers. The delegated duties included discipline issues, boarding activities, headship powers to the deputy principal, guidance and counselling, instructional supervision, and academics where there are heads of departments for various subjects. Another principal also stated that they allow teachers to develop a motivating scheme for themselves to reward good performance in exams. One of the principals stated:

“I delegate discipline issues, boarding activities, executive powers to the deputy principal, guidance and counselling, instructional supervision, and academics where there are head of departments for various subjects”

Another principal stated:

“I allow teachers to develop a motivating scheme for themselves to reward good performance in across departments.”

The study findings are concurrent with those of Cranston and Kimber (2013) in Pakistan who established that collective team efforts through delegation of duties promote teamwork and efficiency which influence teachers' willingness to assist each other in their teaching. The study concluded that teachers are more likely to be efficient in teaching when duties are delegated hence enhanced school performance.

However, the principals noted that the main challenge to delegation of duties is the use of poor leadership styles by the principals whereby some principals find it difficult delegating as they fear losing their authority. One principal noted,

“Some principals choose not to delegate for fear of losing their authority”.

4.8 Teachers' Job Performance

The study also sought to establish the status of the teachers' job performance. Descriptive data was collected from teachers and the results are shown in Table 4.6 below.

Table 4.6: Teacher Job Performance

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teachers strive to cover the syllabus within the stipulated timeline.	(1) 1.0%	(1) 1.0%	(7) 7.1%	(21) 21.2%	(69) 69.7%
Teachers use the recommended instruction materials and resources when teaching.	(0) 0.0%	(1) 1.0%	(6) 6.1%	(26) 26.3%	(66) 66.7%
Teachers are keen to notice the strengths of specific students and guide them to choose the right subjects.	(0) 0.0%	(3) 3.0%	(7) 7.1%	(28) 28.3%	(61) 61.6%
Teachers ensure that they are punctual to school and to classes.	(0) 0.0%	(1) 1.0%	(9) 9.1%	(17) 17.2%	(72) 72.7%
Teachers have a great record keeping culture.	(1) 1.0%	(2) 2.0%	(9) 9.1%	(29) 29.3%	(58) 58.6%
Teachers uphold good work ethics and do not entertain immoral behaviours in students	(0) 0.0%	(2) 2.0%	(6) 6.1%	(30) 30.3%	(61) 61.6%
Teachers keep updated registers of students' class attendance.	(0) 0.0%	(1) 1.0%	(3) 3.0%	(24) 24.2%	(71) 71.7%

Table 4.7 shows that 90.9% of the teachers agreed that they strive to cover the syllabus within the stipulated timeline, 93.0% of the teachers agreed that they use the

recommended instruction materials and resources when teaching, 89.9% stated that they are keen to notice the strengths of specific students and guide them to choose the right subjects while another 89.9% pointed out that they ensure that they are punctual to school and to classes. Further, the study shows that 87.9% of the teachers reported that they have a great record keeping culture, 91.9% of the teachers agreed that they uphold good work ethics and do not entertain immoral behaviour with students while 95.9% of the teachers posited that they keep updated registers of students' class attendance. The results show that most of the teachers' responses to the questions on teacher job performance were positive in the sense that they agreed with the statements on teacher job performance. However, there were a small proportion of teachers who were in disagreement. The implication of the results is that the ability of the principals to conduct the administrative practices effectively impacts of teacher job performance positively. However, the scenario could be different since the all the teachers did not agree which means there are teachers who fail to fulfill their obligations as stipulated.

These findings are congruent with the assertions of Mbae (2016) who averred that the concern of instructional supervision practices by the school head is to improve schools and students' achievements by helping teachers to deliver adequately in their role performance. These findings are also congruent with the assertions of Wildman (2015) who noted that performance is about encompassing all sorts of activities to be done for gaining certain outcomes and set targets whereby effective and efficient teaching demands for supreme administrative practices by the school principals.

4.8.1 Thematic Analysis of Qualitative Findings on Teacher Job Performance

The principals gave responses with regard to the teachers' job performance. To start with, the principals stated that use of instructional supervision practices impacted on teachers' job performance. This was in the form of improved performance index among the students', adoption of better methodology which improved students' mindset in learning, increased students' participation in class, improved teachers' motivation to teach as most challenges that they experience while teaching have been addressed, cultivation of team work which enhances knowledge sharing among teachers, effective communication with teachers, and cultivation of good interpersonal relationship with teachers. One of the principals stated:

“Use of supervisory practices improved performance index among the students’, led to the adoption of better methodology which improved students’ mind set in learning and that teachers are motivated to teach’’.

Another principal stated:

“Instructional supervision practices spur team work which enhances knowledge sharing among teachers, effective communication with teachers, and cultivate good interpersonal relationship with teachers by promoting a friendly working environment.’’

Further, another principal stated:

“Instructional supervision practices cultivate the spirit of team work which enhances knowledge sharing among teachers.’’

These findings are aligned to the assertions of Ampofo, Onyango and Ogola (2019) who averred that effective instructional supervision by the school head is critical to the realization of the outlined objectives of the school.

They also reiterated that the instructional practices kept teachers on toes as they have targets to meet within set timelines, through supervision teachers become confident and responsible. They also pointed out that learners are exposed to materials and general improved performance for both teachers and students, there is timely syllabus coverage leaving ample time for revision especially for candidates, efficient classroom delivery and time keeping, aided in close monitoring of students who have failed and helped to reduce burnout among teachers. Another principal stated,

“Instructional supervision practices enhance timely syllabus coverage, efficient classroom delivery and time keeping’’.

This is in relation to Sekhu (2011) who alluded that the concern of instructional supervision practices by the school principals improves schools’ and students’ achievements by helping teachers to deliver adequately in their role performance.

Secondly, the principals stated that use of motivation practices impacted on teachers’ job performance. This was as expressed in improved teachers’ creativity when

performing their duties. Through this, teachers reward themselves for reaching set goals and solving challenges. Achievement of set targets, increased readiness to work overtime and working on additional duties, cultivation of good interpersonal relationship between the teachers and students as consultation takes place, increased team work which enhances knowledge sharing among the teachers and between teachers and students, increased persistence in achieving education goals, improved decision making, increased collaboration in planning, and good work ethics. They also stated that motivation has bred good competition among the teachers. It has also inspired teachers to formulate a rewards system to recognize performance, and behavioral change towards the institution's vision. One of the principal said:

“Motivation practices drive teachers’ creativity when performing their duties and sparks the desire to perform. Through this, teachers reward themselves for reaching set goals and solving challenges which enable them to stretch and utilize their full potential”.

Another principal stated:

“Motivation practices led to achievement of set targets, increased readiness to work overtime and working on additional duties, cultivates good interpersonal relationship between the teachers and students as it creates room for consultation”.

Further, another principal stated:

“Motivation practices improved decision making, increased collaboration in planning, team work, and good work ethics.”

Third, in reference to professional development practices the principals reported positive impact on teacher job performance. This took the form of effective equipping of teachers with skills, teachers are keener and more committed in their work which fosters good performance, improved teachers' commitment, teachers are focused and motivate students to perform, knowledge is passed from the teachers to the learners, improved grades as teachers have more time to focus on students rather than paper work, increased collaboration and active learning, shared best practices and increased

confidence, teachers are updated on new research on how students learn, emerging technology tools for the classrooms and new resources and teachers are motivated to grow professionally in various departments. One of the principals retorted:

“Professional development practices motivate teachers to grow professionally in various departments and make senior teachers to be role models to their juniors.”

Another principal stated:

“Professional development practices make teachers to use the recommended instruction materials and resources when teaching as well as have a great record keeping culture”.

Further, another principal stated:

“Professional development practices inspire/equip teachers with new teaching skills and knowledge which boosts performance”.

Finally, with respect to the principals’ delegation of duties, the principals reported that it spurred improved teacher job performance. This took the form of improved leadership skills and experiences among teachers, teachers’ have gained more experience in dealing with situations, improved trust, improved communication and improved time management. Improved students’ performance as no students are being sent home for indiscipline cases, increased efficiency, helping teachers feel part of the school administration and stamps authority to the teachers, reduced workload for the principal creating more time to focus on higher level tasks which propel the school forward and increased level of satisfaction among teachers. One of the principals stated,

“Delegation of duties has helped teachers to improve their leadership skills and experiences. Teachers have also gained more experience in dealing with situations”.

Another principal stated:

“Delegation of duties has helped improve discipline such that no students are being sent home for indiscipline cases”.

Further, another principal stated:

“Delegation of duties has helped teachers; feel part of the school administration and stamped authority to the teachers.”

These findings agree with Johnson, Kraft and Papay (2012) who retorted that administrative support is the school’s effectiveness in assisting or supporting teachers regarding student discipline, curriculum, instructional methods and adjustment to the school environment. These findings also agree with Brookhart (2011) who argued teachers’ performance is aligned with organizational goals, teachers remain focused, their confidence levels increased and the overall performance improved.

On the contrary, they also noted that improper execution of principal administrative practices affected teacher job performance in a negative way. Hence, it is important that principals learn how to have a balance so that they achieve maximum benefits particularly in terms of better teacher job performance and improved students’ performance in the long run. One principal uttered:

“It is important that teachers and principals collaborate. Principals should also cultivate a healthy relationship between all stakeholders involved in running the school. Only then will the execution of the administrative practices be effective”.

4.9 Spearman-Brown Correlation between Principals’ Administrative Practices and Teachers Job Performance

The correlation results show the association between various principals’ administrative practices and teachers’ job performance. Results demonstrate that there was a positive association between principal supervision practices and teacher job performance as demonstrated by a Spearman’s Rho of 0.772 and a P-value of 0.000. Results demonstrate that there was a positive association between principal motivation practices and teacher job performance as demonstrated by a Spearman’s Rho of 0.773 and a P-value of 0.000. Results demonstrate that there was a positive association between principal professional development practices and teacher job performance as demonstrated by a Spearman’s Rho of 0.787 and a P-value of 0.000. Further, results demonstrate that there was a positive association between principal delegation of duties

and responsibilities and teacher job performance as demonstrated by a Spearman's Rho of 0.758 and a P-value of 0.000.

Table 4.7: Spearman-Brown Correlation

	Variable		TJP	PSP	PMP	PPDP	PDDR
Spearman's rho	TJP	Correlation	1				
		Coefficient Sig. (2-tailed)	.				
	PSP	Correlation	.772**	1			
		Coefficient Sig. (2-tailed)	0.000	.			
	PMP	Correlation	.773**	.826**	1		
		Coefficient Sig. (2-tailed)	0.000	0.000	.		
	PPDP	Correlation	.787**	.752**	.785**	1	
		Coefficient Sig. (2-tailed)	0.000	0.000	0.000	.	
	PDDR	Correlation	.758**	.700**	.778**	.787**	1
		Coefficient Sig. (2-tailed)	0.000	0.000	0.000	0.000	.

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

TJP – Teacher Job Performance

PSP – Principal Supervision Practice

PMP – Principal Motivation Practice

PPDP – Principal Professional Development Practice

PDDR – Principal Delegation of Duties and Responsibilities

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter brings out the main summary of the major findings and conclusions based on the research findings. Recommendations based on the research findings and suggestions for areas for further study are also given.

5.2 Summary of Research Findings

This section presents the summary of the research findings in line with the study objectives. The summary is aligned to the study objectives. The first objective sought to examine the effect of principals' supervision practices on teachers' job performance in public secondary schools in Kathiani Sub-County. The study findings show that principals' supervision practices and teachers' job performance have a positive and significant relationship. These is reflected by the feedback from the teachers who opined that their principals ensures control of teachers' supervision work plan, their principal monitors teachers on punctuality to school and class, their principal tracks teachers on preparation of instructional documents, their principal oversees teachers on matters related to curriculum and teaching methods, their principal evaluates the outcome of instructional activities, their principal audits reports from HODs on syllabus coverage and that their principal instructs class secretaries to mark teachers who attend lessons and those who fail to.

This was also supported in the principals' results findings as they stated that they checked/supervised work plans, monitored teachers' punctuality in school and in class, audited reports from HODs on syllabus coverage, tracked teachers on preparation of instructional documents, evaluated the outcome of instructional activities, analyzed results, observed lessons, oversaw teaching on areas related to curriculum and teaching methods and provided revision materials. However, there were some challenges which hindered the supervision practice. This included unavailability due to tight work schedule, lack of collaboration by the teachers whereby they fail to adhere to the recommended procedures.

The second objective sought to determine the effects of principals' motivational practices on teachers' job performance in public secondary schools in Kathiani Sub-County. The study's findings show that the principals' motivation practices and teachers job performance has a positive and significant relationship. This is reflected by the feedback from the teachers who opined that their principal guides teachers in setting school targets, their principal instilled good interpersonal relationships with teachers thereby promoting work friendly environment, their principal established an effective communication system with teachers especially in time of urgent needs, their principal appraised teacher performance by writing recommendation letters, their principal encouraged teachers to participate in TOYA competitions, their principal inspired teachers by formulating a reward system to recognize performance, and that their principal spurred team work to enhance knowledge sharing among teachers.

This was also supported in the principals' information as they stated that they ensured that target setting is well done, they encouraged teachers to participate in TOYA, they had a school reward system in place to recognize good performance, they developed good interpersonal relationships with the teachers, and they encouraged teamwork and wrote recommendation letters for teachers' appraisals. They also stated that they praised teachers publicly and gave them a voice, they involved the teachers when setting targets, encouraged effective communication, provided transport for teachers at night, they provided nice meals for teachers, they attended to the welfare of teachers, they cultivated a friendly work environment and they recognized individual performance. Nonetheless, there were some challenges that made the execution of the motivation practice difficult. These challenges included poor morale by some teachers, poor conflict resolution and poor leadership styles by the principals and departmental heads.

The third objective sought to establish the effect of principals' professional development practices on teachers' job performance in public secondary schools in Kathiani Sub-County. The study findings show that the principals' professional development practices and teacher job performance has a positive and significant relationship. This is reflected by the feedback from the teachers who retorted that their principal identified the specific areas requiring re-training for teachers, their principal organized in-service courses for teachers to attend, their principal invited TSC and

MOEST officers for positive evaluation of teachers, their principal directed HODs to evaluate teachers in their departments, their principal mentored teachers to improve in their profession, their principal facilitated for teachers to attend training by KEMI, and that their principal facilitated teachers to train as national examiners.

This was also supported by the principals' results findings as they stated that they encouraged teachers to train as KNEC examiners, they encouraged teachers' professional training by KEMI, they organized in-service training for teachers, they encouraged teachers to attend conferences and workshops, encouraged teachers to pursue further studies and guided teachers on where they can source funding and scholarships. They also stated that they ensured positive evaluation of teachers by TSC and MOEST, they gave HODs authority to evaluate teachers in their departments, they facilitated teachers' training through cost sharing, they empowered HODs, they recommended more ICT training for all teachers, they conducted internal appointments of HODs, and identified the specific areas requiring retraining for teachers. Nonetheless, there were some challenges that made the execution of the professional development practice challenging. These challenges included poor morale by some teachers and tight schedules of the teachers.

The fourth objective sought to assess the effect of principals' delegation of duties practices on teachers' job performance in public secondary in Kathiani Sub-County. The study's findings show that the principal's delegation of duties and teachers' job performance have a positive and significant relationship. This is reflected in the feedback from the teachers who reported that their principal delegates duties and responsibilities to their deputy principals, their principal delegates executive powers to the deputy principal, their principal fully delegates matters of discipline to teachers, their principal delegates to the deputy principal or the senior teacher attending KSSHA meetings on his/her behalf, their principal delegates full powers to teachers in charge of boarding, and that their principal delegates full control of student guidance and counseling to teachers. They also stated that their principals do not publicly reprimand senior teachers/HODs in case of a mistake as they execute their duties. This was also supported by the principals' reports as they stated that they delegate various duties including discipline issues, boarding activities, executive powers to the deputy principals, guidance and counselling and instructional supervision where there are head

of departments for various subjects. However, the main challenge to delegation of duties is the use of poor leadership styles by the principals whereby some principals found it difficult delegating as they fear losing their authority

5.3 Conclusion

The study concluded that principals' administrative practices have a positive effect on teachers' job performance in public secondary schools in Kathiani Sub-County, Kenya. Specifically, the study concluded that the various principals' administrative practices were the principals' supervision practices, principals' motivation practices, principals' professional development practices and principals' delegation of duties. The specific aspects of principal supervision practices that improved teacher job performance are supervision of teachers work plan, monitoring teachers on punctuality to school and class, tracking teachers on preparation of instructional documents, overseeing teachers on matters related to curriculum and teaching methods, evaluation of the outcome of instructional activities, auditing reports from HODs on syllabus coverage and instructing class secretaries to mark teachers who attend lessons and those who fail.

The specific aspects of principal motivation practices that improved teacher job performance are guiding teachers in setting school targets, instilling good interpersonal relationships with teachers; hence promoting a work friendly environment, establishing an effective communication system with teachers, especially in the time of urgent needs, appraising teacher performance by writing recommendation letters, encouraging teachers to participate in TOYA competitions, inspiring teachers by formulating a reward system to recognize performance, and spurring team work to enhance knowledge sharing among teachers.

The specific aspects of principals' professional development practices that improved teacher job performance are identifying the specific areas requiring re-training for teachers, organizing in-service courses for teachers to attend, inviting TSC and MOEST officers for positive evaluation of teachers, directing HODs to evaluate teachers in their departments, mentoring teachers to improve in their profession, facilitating for teachers to attend training by KEMI, and facilitating teachers to train as national examiners.

Finally, the specific aspects of principal delegation of duties that improved teacher job performance are delegating duties to deputy principals, delegating executive powers to the deputy principal, delegating matters of discipline to teachers, delegating to the deputy principal or the senior teacher to attend KSSHA meetings on his/her behalf, delegating full powers to teachers in charge of boarding, and delegating full control of student guidance and counseling to teachers.

5.4 Recommendations

The study findings led the researcher to suggest the following recommendations:

- i. Policy makers should formulate policies that guide principals on how to ensure that teachers use the appropriate instructional materials and resources.
- ii. The principals should liaise with the Ministry of Education officials and other stakeholders to see to it that teachers get more perks to their salaries which will be a form of motivation.
- iii. The Ministry of Education with the help of school principals should introduce capacity building programmes outside the school calendar - during the holidays and or weekends to help the teachers bond amongst them and also break the monotony of always being in school. This would help improve teacher job performance.
- iv. The principals should ensure that they create a friendly environment so that they have a great relationship with the teachers which would boost communication both top-down and bottom-up. This would ensure that teachers are free to raise any underlying issues and also give insights to improve their relationship.
- v. The principals should make arrangements to ensure that teachers are equipped with requisite IT skills so that they are up to speed with the current changes in the teaching sector whereby learners can learn online.

5.5 Suggestions for Further Studies

The study suggests that a similar study should be conducted in another sub-county so as to find out whether the results will be similar. The study also suggests that a similar study should also be conducted with focus on private secondary schools. This would help to establish whether the nature of administrative practices utilized by principals in

private secondary schools is different from those utilized in public secondary schools. This would aid in formulation of more inclusive policies by the ministry of education for principals' administrative practices. The study also suggests that a study seeking to establish other principals' administrative practices that affect teacher job performance be conducted with view of improving academic performance in schools.

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APPENDICES

Appendix A: Letter of Introduction to Respondents

Mary M. Mutua

Machakos University

Dear sir/madam,

RE: PARTICIPATION IN DATA COLLECTION FOR RESEARCH PURPOSE

I am a post graduate student at Machakos University pursuing a Master's Degree in Education. I am conducting a research on **“Effects of Principals’ Administrative Practices on Teachers Job Performance in Public Secondary Schools in Kathiani Sub-County”**. Your school has been sampled for the study and you have been selected as a respondent. I am therefore seeking your permission and assistance to collect data from you by filling in/responding to the accompanying questionnaires/interview schedule. All responses will be used for this academic work only. Please answer the questions as truthfully as possible.

Yours faithfully,

Mary M. Mutua

Tel: 0790476973

Appendix B: Questionnaire for Teachers

Dear Sir/Madam,

The purpose of this research is purely academic. You have been selected to participate in a study on the “Selected Principals’ Administrative Practices and their effects on Teacher Job Performance”. Kindly participate in this study by giving your valuable information and knowledge about you principal’s administrative practices. Confidentiality will be upheld maximally. Do not write your name on the paper.

SECTION A: Demographic Information

1. Gender Male [] Female []

2. What is the level of your education?

a) Diploma []

b) Bachelor’s degree []

c) Master’s degree []

d) PhD []

e) Others, specify.....

3. How long have you been teaching?

Less than 5 years [] 6-10 years [] 11-15 years [] 16 years and above []

SECTION B: Principals’ Supervision Practices and Teacher’s Job Performance

This section collects data on the principal’s supervisory practices in your school. Please indicate the extent to which the principal uses the following approaches to supervise teaching and learning. Kindly respond by ticking (√) in the appropriate box your response using the Likert scale below where; 1: Never, 2: Rarely, 3: Sometimes, 4: Often and 5: Always.

S/N	Questionnaire Items	1	2	3	4	5
1.	My principal ensures control of teachers					

	supervision work plan					
2.	My principal monitors teachers on punctuality to class					
3.	My principal tracks teachers on preparation of instructional documents					
4.	My principal oversees teachers on matters related to curriculum and teaching methods.					
5.	My principal evaluates the outcome of instructional activities.					
6.	My principal audits reports from HODs on syllabus coverage.					
7.	My principal instructs class secretaries to mark teachers who attend lessons and those who fail to.					

SECTION C: Principals’ motivational practices and Teachers Job Performance

This section of the questionnaire aims at establishing how principals’ motivation practices affect teacher the performance of teachers. Tick (√) one response for each item that best describes your reactions frankly using the Likert scale below where; 1: Never, 2: Rarely, 3: Sometimes, 4: Often and 5: Always.

S/N	Questionnaire Items	1	2	3	4	5
1	My principal guides teachers in setting school targets					
2	My principal instills good interpersonal relationships teachers thereby promoting a work friendly environment					
3	My principal has an effective communication system with teachers especially in time of urgent needs					
4	My principal appraises teachers' performance by writing recommendation letters					
5	My principal encourages teachers to participate in TOYA competitions					
6	My principal inspires teachers by formulating a reward system to recognize performance					
7	My principal spurs team work to enhance knowledge sharing among teacher					

SECTION D: Professional Development Practices and Teachers Job Performance

This section aims at establishing how principal practices of professional development affect teacher performance. Indicate by ticking (✓) your response as frankly as possible using the Likert scale below where; 1: Never, 2: Rarely, 3: Sometimes, 4: Often and 5: Always.

S/NO	Questionnaire Items	1	2	3	4	5
1	My principal identifies the specific areas requiring re-training for teachers					
2	My principal organizes in-service courses for teachers to attend					
3	My principal invites TSC and MOEST officers for positive evaluation of teachers					
4	My principal directs HODs to evaluate teachers in their departments					
5	My principal mentors teachers to improve in their profession					
6	My principal facilitates teachers to attend training by KEMI					
7	My principal facilitates teachers to train as national examiners					

SECTION E: Delegation of duties and Teachers Job Performance

This section collects data on the principal's delegation of duties and responsibilities. How do you rate your Principal's administrative practice on delegation of duties and responsibilities? Please respond by ticking (√) using the Likert scale below, the extent

to which the principal performs the following roles, where; 1: Never, 2: Rarely, 3: Sometimes, 4: Often and 5: Always.

	Questionnaire Item	1	2	3	4	5
1.	My principal delegates duties and responsibilities to deputy principals					
2.	My principal delegate executive powers to the deputy principal					
3.	My principal fully delegates matters of discipline to teachers					
4.	My principal publicly reprimands senior teachers/HODs in case of a mistake as they execute their duties					
5	My principal delegates to the deputy principal or senior teachers to attend KSSHA meetings on his/her behalf					
6.	My principal delegates full powers to teachers in charge of boarding					
7	My principal delegates full control of guidance and counseling to teachers					

Section F: Teacher Job Performance

Indicate the extent to which you agree with the following statements about teacher job performance in your school on a scale of 1 to 5, where 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree.

Statement	1	2	3	4	5
Teachers strive to cover the syllabus within the stipulated timeline.					
Teachers use the recommended instruction materials and resources when teaching.					
Teachers are keen to notice the strengths of specific students and guide them to choose the right subjects.					
Teachers ensure that they are punctual to school and to classes.					
Teachers have a great record keeping culture.					
Teachers uphold good work ethics and do not entertain immoral behaviour with students					
Teachers keep updated registers of students' class attendance.					

Thank you for your participation

Appendix C: Interview Schedules for Principals

This research is meant for academic purpose and seeks to find out the role of principals on teachers' job performance. Kindly provide respond to these questions as honestly and precisely as possible as confidentiality will be exercised.

SECTION A: Demographic Information

Part 1 (about the principal)

1. What is your gender male [] female []
2. How many teachers are currently in your school?
1-20 [] 21-40 [] 41-60 []
More than 60 []

Part 2: Information about the school

3. What is the size of your school?
One stream [] Two stream [] Three stream []
Four stream [] Five stream []

SECTION B: Principals' Supervision Practices and Teachers' Job Performance.

1. Which instructional supervision practices do you engage yourself in?
.....
.....
.....
.....
.....
.....
2. Comment how these supervision practices impact on your teachers' job performance?

.....
.....
.....
.....
.....
.....

SECTION C: Principals' Practices of Motivation and Teachers' Job Performance

1. Which administrative practices of motivation do you adopt for your teachers?

.....
.....
.....
.....
.....

2. In your opinion, do you think these practices motivate teachers to perform their duties?

.....
.....

Give
reason(s).....

.....
.....

SECTION D: Principals' Professional Development Practices and Teachers' job Performance

1. From your experience, which professional development practices would you recommend for your teachers'?

.....

.....
.....
.....
.....

2. How effective do you feel each professional development practice was towards promoting your teachers' job performance?

.....
.....
.....
.....
.....

SECTION E: Principals' Delegation of duties Practices and Teachers Job Performance

1. State the most important delegation of duties practices that you undertook towards performance of your teachers?

.....
.....
.....
.....
.....
.....

2. To what extent has these practices helped you promote teacher performance?

.....
.....
.....

.....

.....

Thank You

Appendix D: Observation Check List

Teachers' Job Performance	Observation/Comment by the Researcher
Updated class attendance records	
Properly designed teachers' lesson plans	
Articulate schemes of works	
Syllabus coverage reports	
Updated teachers mark books	
Staff development training participation records.	

Appendix E: Research Authorization Letter

MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION
AND EARLY LEARNING

Telegrams: "SCHOOLING" Machakos
Telephone: Machakos (
Fax: Machakos
Email -cdemachakos@yahoo.com
When replying please quote



OFFICE OF THE
COUNTY DIRECTOR OF
EDUCATION
P.O. BOX 2666-90100,
MACHAKOS

MKS/ED/CDE/R/4/VOL.4/192

Date: April 07, 2021.

Mary Mbithe Mutua
Machakos University

RE: RESEARCH AUTHORIZATION

Reference is made to the letter from National Commission for Science,
Technology and Innovation Ref: **NACOSTI/P/21/9309** dated
9th March, 2021.

You are hereby authorized to carry out your research on
"Principals' Administrative practices and their Effects on Teachers Job
Performance in Public Secondary Schools in Kathiani Sub-county" for a
period ending **9th March, 2022.**



NANCY AFANDI

FOR: COUNTY DIRECTOR OF EDUCATION

MACHAKOS

Appendix F: Research Authorization by the Ministry of Education

MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION
AND EARLY LEARNING

Telegrams: "SCHOOLING" Machakos
Telephone: Machakos (
Fax: Machakos
Email -cdemachakos@yahoo.com
When replying please quote



OFFICE OF THE
COUNTY DIRECTOR OF
EDUCATION
P.O. BOX 2666-90100,
MACHAKOS

MKS/ED/CDE/R/4/VOL.4/192

Date: April 07, 2021.

Mary Mbithe Mutua
Machakos University

RE: RESEARCH AUTHORIZATION

Reference is made to the letter from National Commission for Science,
Technology and Innovation Ref: NACOSTI/P/21/9309 dated
9th March, 2021.

You are hereby authorized to carry out your research on
"Principals' Administrative practices and their Effects on Teachers Job
Performance in Public Secondary Schools in Kathiani Sub-county" for a
period ending 9th March, 2022.



NANCY AFANDI

FOR: COUNTY DIRECTOR OF EDUCATION

MACHAKOS

Appendix G: Research Authorization by Machakos University


MACHAKOS UNIVERSITY
OFFICE OF THE DEAN GRADUATE SCHOOL

Telephone: 254-(0)735247939, (0)723805929 P.O Box 136-90100
Email: graduateschool@mksu.ac.ke Machakos
Website: www.machakosuniversity.ac.ke KENYA

REF. MksU/GS/SS/011/VOL 1 26th February, 2021

The Director,
National Commission for Science, Technology and Innovation
P.O Box 30623,
NAIROBI

Dear Sir

RE: MARY MBITHI MUTUA (E55/12789/2018)

The above named is a Master's student in the second year of study and has cleared course work. The University has cleared her to conduct a research entitled: "Principals' administrative practices and their effects on teacher job performance in public secondary schools in Kathiani Sub-county, Kenya"

Kindly assist her with a Research Permit in order to undertake the research.

Thank you




DR. RICHARD PETER, PhD
DEAN GRADUATE SCHOOL
KRP

 ISO 9001:2008 Certified *Leading Nations in Transforming Industry and Economy*

Appendix H: Research Authorization by NACOSTI



Appendix I: Location Map

IEBC REVISED KATHIANI CONSTITUENCY COUNTY ASSEMBLY WARDS

