

**DELOCALIZATION POLICY AND PRINCIPALS' PERFORMANCE IN
SECONDARY SCHOOLS: A CASE STUDY OF LOITOKTOK
SUB-COUNTY IN KAJIADO COUNTY, KENYA**

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the Requirements for the Award of the Degree of Master of Education in
Education Administration of Machakos University, Kenya**

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DECLARATION

I declare that this research project is my original work and has not been presented in any other University or Institution for consideration of a degree or any other certification.

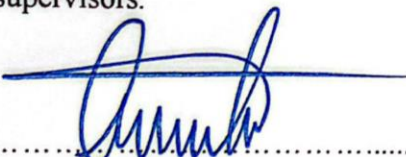
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DEDICATION

I dedicate this research project to my wife, Rose Mutia and children Derrick and Doreen. They were patient enough to see me go through my academic struggle in an effort to realize my long-cherished academic dream.

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LIST OF ABBREVIATIONS AND ACRONYMS

ATP	:	Annual Teaching Plan
BOM	:	Board of Management
CBA s	:	Collective Bargaining Agreements
CQAO	:	County Quality Assurance Officer
CEO	:	County Education Officer
CDE	:	County Director of Education
MDGs	:	Millennium Developmental Goals
NACOSTI	:	National Commission for Science, Technology and Innovation
NEEDS	:	Nigerian Economic Empowerment Development Strategy
PTA	:	Parents Teachers Association
SCEA	:	Sub-County Education Officer
SPSS	:	Statistical Package for the Social Sciences
TSC	:	Teachers Service Commission

ABSTRACT

The concept of delocalization encompasses the transfer of teachers by their employers either voluntarily or involuntarily to another location which is not necessarily the county of the teacher's origin. The transfer of principals in some schools faced succession related disruptions. More so, the academic performance of the secondary schools has been on a downward trend where the examination malpractices were observed nationally. This study sought to establish the effects of delocalization policy on principals' performance in Secondary Schools in Loitokitok Sub-County, Kajiado County. Specifically, the study sought to determine the effects of delocalization policy on principals' management of students' discipline in secondary schools in Loitokitok Sub-County, to examine the effects of delocalization policy on principals' curriculum supervision in secondary schools in Loitokitok Sub-County, to establish the effects of delocalization policy on principals' infrastructure development in secondary schools in Loitokitok Sub-County and to determine the effects of delocalization policy on principals' motivation of teachers in secondary schools in Loitokitok Sub-County. The study was guided by Collegial Leadership Theory and Agency Theory. The research design for the study was descriptive design with case study approach. There are 22 secondary schools in Loitokitok Sub-County therefore, the target population comprised of all the 22 principals and 286 teachers in Secondary Schools in Loitokitok Sub County in Kajiado County. The target population was stratified into three categories namely; Boys, Girls and Mixed Secondary Schools whereby 11 schools representing 50% were sampled with a total of 204 teachers. All the 11 Principals of the sampled schools were selected using purposive sampling while 30% of the 204 teachers of the sampled schools were sampled using simple random method. This resulted to an overall sample size of 72 respondents. Primary data was utilized which was collected using a questionnaire. This had both closed and open-ended questions covering the variables and the objectives of the study. Pilot study was undertaken prior to the actual study to help determine the instruments' accuracy, clarity, and applicability. The data collection procedure began by seeking the letter of approval from Machakos University followed by research permit from National Commission for Science, Technology and Innovation (NACOSTI). The study found that the principals offer good management skills in order to have students portray good behavior and that the respondents have attended in-service courses on curriculum implementation. The study found that students pay fees timely which boost the smooth school operations and that the respondents create a conducive working environment in the school. The study concluded that teacher motivation is significantly influenced by both curriculum supervision and infrastructure. However, principal performance is not significantly correlated with any of the four variables, which may indicate that other unmeasured factors influence principal performance, or the measurement of performance may need refinement. It was recommended that since principals demonstrate good management skills that support good student behavior, education stakeholders should invest in continuous leadership training and mentorship programs for school leaders. School Boards and education offices should recognize and incentivize effective principals to maintain high standards of school leadership.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Globally, teacher delocalization has been shown to significantly influence learning outcomes in schools (Echwa, Kipkenei, & Wepukhulu, 2021; Okita, 2022). Specifically, principals' delocalization is critical because principals play a leading role in creating a conducive learning environment, fostering discipline, and steering schools toward achieving educational goals. Principals are the central figures in school management, and their movement from one region to another often has a profound impact on institutional performance, staff morale, and student achievement. Studies reveal that delocalization may affect their motivation and, consequently, their performance in administrative and instructional duties (Mwaura, Ezine, & Gacathi, 2023). From both global and national perspectives, the delocalization of principals has become a major concern among policymakers and stakeholders in the education sector (Mawira, Jagero, Ogembo, & Kimanthi, 2023; Wekesa, 2022).

Delocalization generally involves transferring a principal either voluntarily or involuntarily to a location that is not necessarily their county or region of origin (Wekesa, 2022). In both developed and developing countries, this practice has contributed to high principal turnover, which in turn affects stability and consistency in school leadership. In the United States, for instance, nearly 10% of schools in North Carolina lose at least two principals within three years, with schools serving economically disadvantaged communities being the most affected (Grissom et al., 2021). Such turnover disrupts continuity in leadership and often leads to declines in student outcomes. In Africa and other parts of the developing world, delocalization

sometimes results in principals leaving the profession entirely due to frustration and family separation, as many are transferred to distant and unfamiliar regions (Wanzala, 2022; Yegon & Too, 2023). This phenomenon underscores the global challenge of retaining effective school leaders, particularly in rural and hardship areas where living conditions are difficult.

The situation is not unique to Kenya. In Ghana, for example, teacher deployment policies have led to inequities in teacher distribution, leaving remote schools understaffed and overburdened (Opoku et al., 2020). Similarly, in Uganda and Lesotho, governments have introduced financial incentives and hardship allowances to encourage teachers to serve in remote areas (Cox et al., 2023; GPE, 2023). Mozambique and Liberia have also implemented housing and financial support schemes to improve teacher retention in rural schools. Kenya introduced a bonding policy in 2001 restricting new teachers from transferring within the first five years of service (Teachers Service Commission, 2023). Despite these measures, delocalization continues to provoke strong reactions due to its implications on teacher morale and school performance.

In Kenya, the Teachers Service Commission (TSC) holds the constitutional mandate to hire, deploy, and transfer teachers, including principals. The TSC Act (2012) empowers the Commission to manage staffing for equitable distribution and optimal utilization of teachers across the country. Guided by the Constitution of Kenya (2010), which emphasizes equality and fairness in public service, the TSC introduced the delocalization policy in 2017 to promote national cohesion, reduce nepotism, and curb corruption in school management (Teachers Service Commission, 2023). The Policy on Appointment and Deployment of Institutional Administrators (2020, revised 2022) further stipulates that principals should not serve in their home counties and should not

remain in the same station for more than nine years. These policies aimed to enhance transparency in leadership appointments and improve the overall quality of education management.

The objectives of delocalization were multifaceted. It was designed to ensure fair distribution of leadership talent, prevent administrative stagnation, and promote cross-cultural understanding among educators. Additionally, it sought to instill a sense of professionalism by discouraging over-familiarity between school heads and local communities, which sometimes compromised accountability. By rotating principals across regions, the policy aimed to foster innovation and inject new energy into school leadership. It also aligned with Kenya's broader goal of building a unified national identity through equitable public service deployment.

Despite these good intentions, delocalization has had mixed outcomes. On the positive side, it has enhanced fairness in the allocation of principals, exposed school leaders to diverse management environments, and fostered the exchange of best practices. In several instances, schools led by delocalized principals have reported improved discipline and academic performance due to new management approaches. Furthermore, the policy has contributed to national integration by encouraging cross-regional cooperation in education management. However, numerous challenges have emerged. Many principals have expressed dissatisfaction, citing psychological stress, family disruption, and low morale caused by long distances from their homes and families. In some cases, principals were transferred abruptly, disrupting ongoing projects and school development plans (Mutunga et al., 2023). Others were posted to schools that did not align with their expertise or administrative experience. Such

disruptions have, in turn, affected continuity in school leadership and implementation of strategic plans.

The Kenya National Union of Teachers (KNUT) and various education stakeholders have criticized the policy, arguing that it lacked adequate consultation and consideration of personal circumstances. Consequently, numerous appeals for transfer reversals have been lodged with the TSC, indicating the policy's unpopularity among educators. From a performance standpoint, delocalization has also had unintended consequences. Frequent transfers have interrupted school improvement programs and caused temporary declines in academic achievement. Studies have shown that when principals are transferred mid-session, they require time to adapt to new environments, which often affects student performance and staff morale (Mulkeen, 2018; Zeitlin, 2020). Conversely, when high-performing principals are replaced by less effective ones, the combined effect of leadership turnover and new managerial inefficiency can significantly set back school progress (Grissom et al., 2021).

The present study situates these national and global dynamics within the context of Loitoktok Sub-County in Kajiado County. Loitoktok presents a unique case due to its geographical diversity and border location along the Kenya–Tanzania frontier. The area consists of both rural and semi-arid zones with varying levels of infrastructural development. Schools in Loitoktok often face staffing challenges, inadequate facilities, and low resource allocation, which make it an ideal setting to examine how delocalization influences school leadership and performance. Preliminary reports from the County Education Office suggest that between 2018 and 2022, approximately 20 principals were transferred into Loitoktok from counties such as Machakos, Makueni, and Nakuru, while about 15 principals were delocalized out of the sub-county. These

movements have had diverse effects on schools, with some institutions showing improved Kenya Certificate of Secondary Education (KCSE) performance, while others experienced temporary declines during leadership transitions.

The choice of Loitoktok as a case study is further justified by its similarity to Narok County, where delocalization has also generated debate among educators. In Narok, some principals reported improved institutional discipline and performance following delocalization, whereas others struggled with cultural integration and logistical challenges. These comparisons highlight the importance of understanding local dynamics in evaluating national education policies. Delocalization remains a complex but crucial policy in Kenya's educational landscape. While globally it has been implemented to enhance equity, professionalism, and performance, it continues to pose challenges related to teacher welfare, motivation, and adaptation. The Loitoktok case provides an opportunity to explore these issues from a localized perspective, offering insights into how policy implementation interacts with community contexts, school environments, and leadership performance. By examining both the intended benefits and unintended consequences of delocalization, this study aims to contribute to policy reforms that balance national objectives with the well-being and effectiveness of school principals in Kenya's secondary education system.

1.2 Statement of the Problem

Delocalization of principals in Kenya has elicited mixed reactions from education stakeholders since its implementation. While the Teachers Service Commission (TSC) introduced the policy to promote national integration, equitable distribution of teachers, and improved school management (Kariuki, 2023), its impact on principals' performance has remained contentious. The policy, though aligned with the Code of

Regulations for Teachers and existing Collective Bargaining Agreements (Mutua & Orodho, 2022), has been criticized for disrupting school leadership continuity, lowering morale, and creating administrative instability in some schools. This raises critical concerns on whether delocalization has achieved its intended objective of improving school effectiveness or has instead hampered principal performance in key areas such as student discipline, curriculum supervision, teacher motivation, and infrastructure development.

In Kajiado County, and particularly in Loitokitok Sub-County, the effects of principal delocalization appear to be more pronounced. The sub-county borders Tanzania and is characterized by vast geographical coverage, cultural diversity, and varied school categories ranging from low-enrolment rural schools to relatively urbanized institutions. Recent TSC reports (TSC, 2024) indicate that Loitokitok has experienced over 80% principal transfers between 2018 and 2023, leading to frequent leadership transitions in secondary schools. Reports indicate that approximately 19 secondary school principals were affected by delocalization under the TSC's administrative restructuring efforts. In total, about 18 were transferred from the home county of Kajiado to other counties between 2018 to 2023 as part of the delocalization exercise. During the same period, Kajiado County's mean KCSE performance dropped from 5.13 in 2018 to 4.32 in 2022 (KNEC, 2023), while cases of student indiscipline, absenteeism, and teacher turnover increased. This trend has raised concern among education stakeholders about the potential link between principal delocalization and school performance indicators in the area.

Although several studies have explored teacher mobility and transfer policies (Grissom, Loeb, & Nakashima, 2020; Kiprotich, 2021; Muthoni, 2022; Muthoni et al., 2023), few

have specifically examined how delocalization affects principals' performance across the critical domains of school leadership. Most studies have focused on teacher transfers or generalized effects at the national level, creating a contextual and empirical gap regarding localized effects in unique border regions such as Loitokitok. This study, therefore, sought to investigate the effects of the delocalization policy on principals' performance in Loitokitok Sub-County, Kajiado County, Kenya. The focus will be on determining how delocalization influences student discipline, curriculum supervision, teacher motivation, and infrastructure development. The study is timely, given the ongoing policy reviews by the Teachers Service Commission (2023–2025) and the growing debate on whether to sustain or revise the delocalization policy to better align it with the realities of different regional contexts.

1.3 Purpose of the Study

The purpose of the study was to establish the effects of delocalization policy on Principal's performance in Secondary Schools in Loitokitok Sub-County, Kajiado County, Kenya. By focusing on Loitokitok Sub-County, the study intended to generate insights that reflect the lived experiences of school leaders in semi-rural and multicultural settings, contributing to the broader discourse on leadership mobility and educational management in Kenya.

1.4 Objectives of the Study

The study was guided by the following research objectives:

- i. To determine the effects of delocalization policy on principals' management of students' discipline in secondary schools in Loitokitok Sub-County.

- ii. To examine the effects of delocalization policy on principals' curriculum supervision in secondary schools in Loitokitok Sub-County.
- iii. To establish the effects of delocalization policy on principals' infrastructure development in secondary schools in Loitokitok Sub-County.
- iv. To determine the effects of delocalization policy on principals' motivation of teachers in secondary schools in Loitokitok Sub-County.

1.5 Research Questions

The study answered the following research question:

- i. To what extent does delocalization policy on principals' management affect students' discipline in secondary schools in Loitokitok Sub-County?
- ii. To what extent does delocalization policy influence principals' curriculum supervision in secondary schools in Loitokitok Sub-County?
- iii. How does delocalization policy affect principals' infrastructure development in secondary schools Loitokitok Sub-County?
- iv. To what extent does delocalization policy on principals' affect motivation of teachers in secondary schools in Loitokitok Sub-County?

1.6 Significance of the Study

The policy makers such as Teachers Service Commission (TSC), Ministry of Education, Kenya Institute of Curriculum Development (KICD) and school education stakeholders among others may get useful insight on issue of transfer and perhaps get data on other ways of promoting principals. The study may provide useful insights in the management of available human resources and ways of retaining staff at various

levels with a view to promote quality education and provide continuity in the instructional process.

The County Education Officers (CED) and the County Quality Assurance Officers (CQAO) may get useful information on various issues affecting principal such that if not well handled can influence principal retention, quality education and overall school performance.

The findings and recommendations may prove useful to Board of Management (BOM) as they can get new trends in minimizing exit of available principals and management strategies of their teachers with a view of minimizing shortage of teachers which in turn may reduce heavy workloads for available teachers. This will motivate them to stay.

1.7 Scope of the Study

Geographically, the study was based in Loitokitok Sub County, Kajiado County and focused on all the 22 secondary schools in the sub-county. The study specifically sought to assess the effects of delocalization policy on principal's performance in secondary schools. Data was collected from principals and teachers of the sampled schools in Loitokitok Sub-County in Kajiado County, Kenya.

1.8 Limitations and Delimitations of the Study

1.8.1 Limitations of the Study

The researcher faced the following difficulties: First, due to fear of being victimized by the seniors, the respondents may be reluctant to provide the needed information in the study. Secondly, the respondents may take a longer time to fill and return completed questionnaires due to their complex and dynamic schedules.

To mitigate and overcome the challenge of fear and victimization, the researcher obtained permission from the office of County Education Office as well as the Research Permit from NACOSTI. This gave confidence to the respondents and alleviate the fear of victimization.

To mitigate and overcome the challenge of delay in filling and returning the questionnaires, the researcher sought to book appointment with the respondents. The researcher explored the option of administering the questionnaire during lunch time and even in the evening after lessons. This played a great role in increasing the response rate.

1.8.2 Delimitations of the Study

This study was confined to public secondary schools within Loitokitok Sub-County, Kajiado County, Kenya. It focused specifically on principals as the main respondents, given that they are the key implementers and direct subjects of the delocalization policy. The study therefore excluded other categories of education officers such as deputy principals, heads of departments, teachers, or officials from the Teachers Service Commission (TSC) who, although relevant, were not the primary focus of the research objectives.

The scope of the study was further delimited to examining the effects of delocalization policy on principals' performance in selected functional areas such as administrative leadership, instructional supervision, staff management, and community relations. Other factors that may influence school performance such as funding, infrastructure, or student characteristics were not within the scope of this investigation.

Geographically, the study was limited to Loitokitok Sub-County and did not cover other sub-counties in Kajiado County or other regions in Kenya. This delimitation was made to ensure manageability of data collection and to allow an in-depth analysis of the unique local context. While this limits the generalizability of the findings to other areas, it provides a focused and contextually grounded understanding of how delocalization affects school leadership performance within the selected region.

1.9 Assumptions of the Study

The following assumptions were used to guide this research: The respondents in this study assumed to have a strong awareness of the effects of delocalization policy on principal's performance in secondary schools. The researcher also assumed that the respondents cooperated and offered truthful information with regard to the study.

1.10 Theoretical Framework

The study was guided by Collegial Leadership Theory and Agency Theory.

1.10.1 Collegial Leadership Theory

This study was guided by Collegial Leadership Theory (Bush, 2005), which emphasizes shared decision-making, mutual respect, and collaborative problem-solving among school stakeholders. The theory posits that effective leadership emerges when principals work closely with teachers, parents, and the community to develop and implement school policies. In the context of delocalization, the relocation of principals disrupts established relationships, trust, and the collaborative networks necessary for collegial leadership to thrive. When principals are transferred to unfamiliar environments, they require time to build new alliances, understand local school cultures, and gain the confidence of stakeholders. This transitional period can

temporarily reduce their effectiveness, as the absence of pre-existing rapport may limit participatory decision-making and slow down implementation of strategic initiatives. Therefore, delocalization may hinder the principal's ability to fully apply collegial leadership principles, potentially impacting school performance until strong stakeholder relationships are re-established.

Bush (2005) collegial leadership theory states that learning goals are made at school level having been determined by the principals with the support of the other teachers. Therefore, the undertakings of the school are evaluated in consideration of these set goals and purposes. Harris (2003) stated that distributed leadership focuses on seeking and the utilization of expertise wherever it exists in the organization regardless of the positions of the members. In distributed Leadership, there must be respect and trust in order for the staff to work together in a collaborative manner to achieve the expected output. Staff at all levels contribute actively and engage in action accepting leadership in their particular areas of expertise. The distribution of power to teachers is a collaborative process and in order for the teachers to become an integral part of the leadership processes of the school; the school's shared vision must guide them (Sergiovanni, 2019). The practice of integration that involves stimulating individual ideas to develop as part of a shared vision built on collaboration can therefore, be considered as collegiality (Singh & Manser, 2018). It may further be defined as working together in order to realize common goals, being accountable and having a sense of belief erected on the basis of friendliness (Sergiovanni & Starratt, 2017).

The relevance of the collegial leadership theory to the current study was that, it integrates practices that encourage the growth of the school through the school principals involving the participation of all the teachers and students. For a school to

provide quality education, collegial leadership should be carefully cultivated by the schools' principals. The current study draws from the collegial theory that instructional leadership has the positive effect on the improvement of students learning outcomes. For this positive effect to be sustained, instructional leadership practices such as shared decision-making, shared values, shared vision and shared leadership, need to be applied in a school setting to enhance students' academic achievement. This theory helped the researcher to explain the performance of principals after delocalization as well as the connection between the principals' leadership (instructional supervision, teacher professional development, teaching and learning resources and monitoring of students' progress) and students' academic achievement in schools.

1.10.2 Agency Theory

Agency theory was put forward by Jensen & Meckling (1976). Agency Theory defines the relationship between ownership and control. The proponent of this theory explained that the interest of management and shareholders often conflict because managers try to give priority to their interest at the expense of shareholders. In turn shareholders who are owners have to incur costs to monitor and direct the managers. Agency theory is defined as “the relationship between the principals, such as shareholders and agents such as the company executives and managers”. In this theory, shareholders who are the owners or principals of the company, hires the agents to perform work. Principals delegate the running of the institution to the directors or managers, who are the agents to the shareholders (Means, 2017; Sasu & Asafo-Adjei, 2018). Yosi & Yuniashi (2017) argued that two factors can influence the prominence of Agency Theory. Principal/Agency attributes are determined by ownership concentration, foreign and local ownership of the shareholding.

In agency theory shareholders expect the agents to act and make decisions in the principal's interest. On the contrary, the agent may not necessarily make decisions in the best interests of the principals depending on the ownership identity and concentration (Wang & Shailer, 2018; Mykhayli & Zauner, 2017). Such a problem was first highlighted by Adam Smith in the 18th century and subsequently explored by Vintila & Gherghina (2015). Indeed, the notion of problems arising from the separation of ownership and control in Agency Theory has been confirmed by (Shan & Ann, 2018; Means, 2017). In Agency Theory, the agent may be succumbed to self-interest, opportunistic behavior and falling short of congruence between the aspirations of the principal and the agent's pursuits (Mykhaliv & Zauner, 2017; Shan & Ann, 2018; Means, 2017). Although with such setbacks, agency theory was introduced basically as a separation of ownership and control (Vintila & Gherghina, 2015; Means, 2017).

In the context of this study, the school principal is viewed as an agent who works on behalf of his employer (The Teachers Service Commission) and other school stakeholders such as the government, parents among others. It is expected that the agents (School principals) to act and make decisions in then best interest of the employers and the associated stakeholders. On the contrary, the agent (principal) may not necessarily make decisions in the best interests of the employers and the associated stakeholders. This brings a conflict among the employer and the associated stakeholders which ultimate affect the schools output/results. On the other hand, the employer may formulate policies that have an adverse effect to the school principals such as delocalization policy and this may affect the morale of the school principal and hence becomes de-motivated to perform their duties which ultimately affect the principal's overall performance. It is on this premise that the current study sought to establish the

relationship between principals' delocalization and their performance in secondary schools.

1.11 Conceptual Framework

According to Kombo & Tromp (2006), conceptual framework shows the interplay or relationships among the various study variables. Figure 2.1 depicts a conceptual framework showing the relationship between independent and intervening variables versus the dependent variable of the study which is the principal's performance in secondary schools. The study identified religion and culture as potential intervening variables that could influence the relationship between delocalization and principals' performance. To mitigate the effects of these intervening variables, the study employed measures such as ensuring a representative sample of principals from diverse cultural and religious backgrounds and standardizing data collection tools to minimize bias. This approach ensured that variations in principals' performance were attributed primarily to the delocalization policy rather than cultural or religious influences. Thus, by controlling for these intervening factors, the study provided a more accurate reflection of the true effect of delocalization on principals' effectiveness in secondary schools in Loitokitok Sub- County

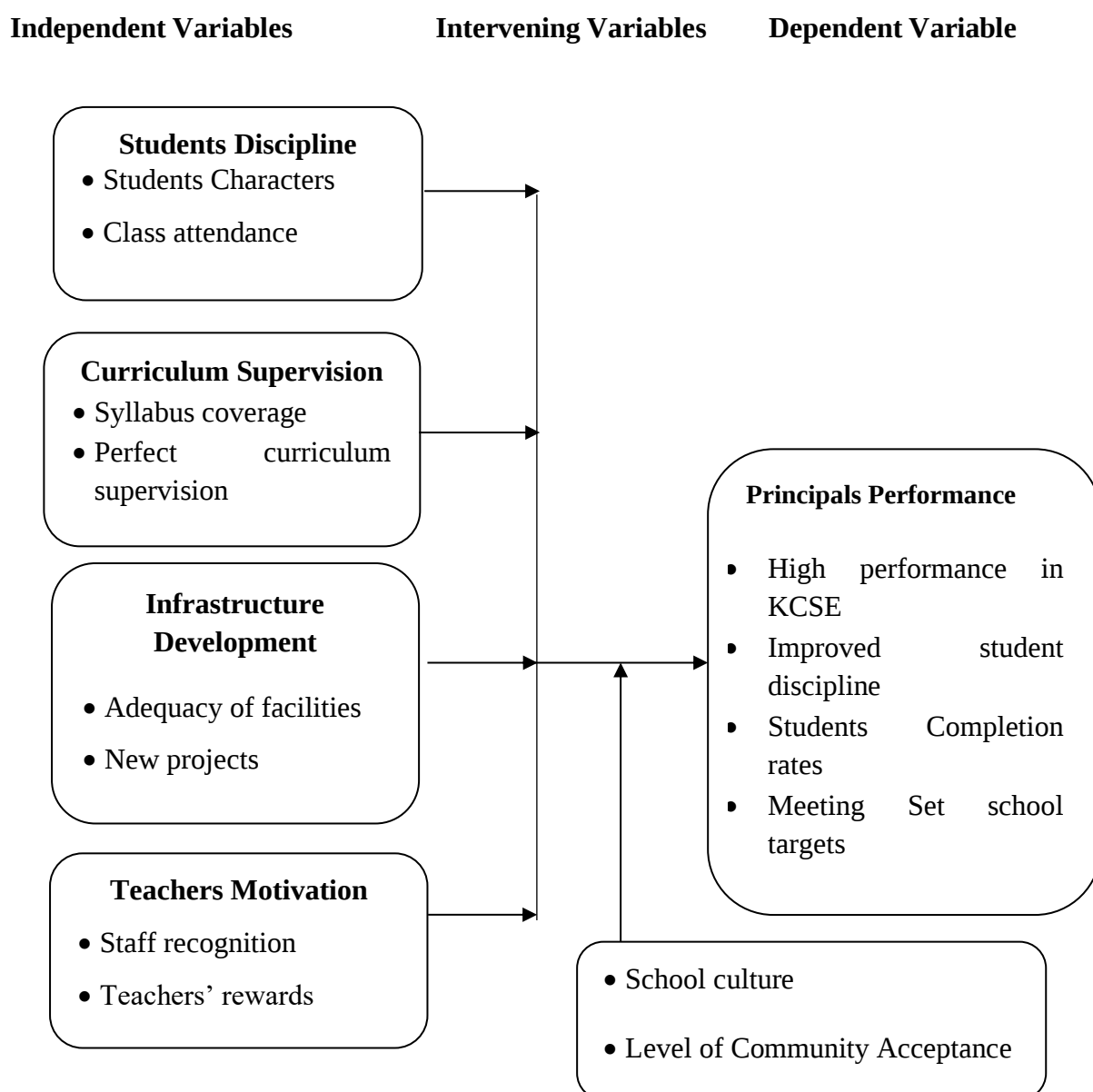


Figure 2.1: Conceptual Framework

1.12 Operational Definition of Terms

Curriculum Implementation: This refers to how the principal deliver instruction and assessment through the use of specified resources provided in a curriculum. Curriculum designs generally provide instructional suggestions, scripts, lesson plans, and assessment options related to a set of objectives.

Delocalization: This refers to the transfer of principal from one school to another in a different locality in relations to the TSC policies. According to this study it refers to the transfer of principal from the home county (Kajiado County) to another county

Discipline: This refers to the practice of training students to obey school rules, regulations or a code of behaviour and using punishment to correct disobedience. This aims to achieve the required/desired behavioral practices needed to bring harmony, coherence and smooth running of the school in Loitoktok sub-county, Kajiado county.

Home County: This is the area/county where a teacher comes from. It is the teacher's specific county of origin.

Infrastructure: This refers to structures within the schools which include: classrooms, laboratories for the science practical, the halls and open fields for games, games equipment, dormitories and sanitation facilities among others. It is a fact that schools vary in the kinds of infrastructure they have put in place to enable learning for quality Education.

Principal Performance: This refers to the capability of school heads to undertake their functions/duties of management and administration within the school system as well as supervising teachers and student with an aim of achieving the desired outcome/results in the school.

Public Secondary Schools: There are two categories of secondary schools in Kenya's public and private. Public secondary schools are funded by the government or communities and are managed through Board of Management (BOM) and parent-teacher Associations. The private schools on the other hand are, established and managed by private individuals or organizations including missionaries (Kunyiha, 2015).

Teacher Transfer: it is the movement of a teacher or an agile alteration of a teacher's assignment within the county, region or from one school to another.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter aimed to set the study into a broader context through review of related literature from both local and international scenes. The chapter captured review from various sources which includes; journals, research papers, books and websites of academics among others. This was done in the following subsection; delocalization and overall principals' performance in secondary schools, delocalization and principals' performance on student discipline, delocalization and principals' performance on curriculum implementation, delocalization and principals' performance on infrastructure development and delocalization and principals' performance on teacher motivation. The chapter also presented the theoretical and conceptual framework as well as the summary of the review of literature and knowledge gap.

2.2 Delocalization and Overall Principals Performance in Secondary Schools

Delocalization encompasses transfer of teachers, especially principals, from one school to another in a different locality in relation to TSC policies. Delocalization affects the learners, the staff, and overall school administration. The compulsory delocalization of teachers commenced in 2018, where principals were transferred from their area of origin and posted to different counties (TSC, 2022). When the principals are delocalized, they are expected to perform the function of the school administration, which involves managing, administering curriculum, teaching monitoring, pastoral care, discipline, assessment, evaluation and examinations, resource allocation, costing and forward planning, staff appraisal, relationship with the community, use of practical skills necessary for surviving the policies of the organization such as decision-making,

negotiation, bargaining, communication, conflict handling, running meetings, and so on (Owojori & Asaolu, 2021). All these tasks can be reduced to the following: planning, organizing, directing, supervising, and evaluating the school system. The school principal must ensure that these activities are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs in the school.

By implication, the principal of a school is the planner, director, controller, coordinator, organizer, adviser, and a problem-solver (Maduabum, 2021). The principal is the person on whose shoulders rests the entire administration, success or failure of the school. Uyanga (2020), in his study on the principal and education reform agenda of the Nigerian Economic Empowerment Development Strategy (NEEDS) and the Sustainable Development Goals (SDGs), noted that the principal identifies and sets goals and objectives of the school, which of course must be in line with the national objectives, analyses tasks, and shares responsibilities of the staff according to specialization and expertise.

Some of the administrative tasks that the school principals perform include the management of school finances. The principal is the chief executive and accounting officer who is entrusted with the responsibility of controlling the revenue accruing from the school and ensuring judicious utilization of PTA levy (Chiriswa, 2023). In order to raise funds to complement the efforts of the government, the principal can establish a very good rapport with the Parents Teachers Association, Board of Management (BoM), Old Students' Association, and Nongovernmental Organizations for fundraising activities. Provision and maintenance of physical facilities: the principal

must be fully concerned with the physical environment and other facilities around the school (Wanyonyi, 2022).

Dilapidated buildings, leaking roofs, abandoned projects, over-grown trees and lawns, dingy and dark buildings, among others have demoralizing effects on people, especially the adolescents. As a result, the principals have the responsibilities of ensuring that these facilities are in good shape. Even with the meager resources at their disposal, they have the responsibility of providing teachers and other instructional staff with necessary resources for effective teaching. Another task is that of motivation. The principal is a motivator. In their study, Susilo & Ahmaludin (2023) opined that 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. As the chief executive, the principal owes it a duty to modify the attitude of the staff and motivate them to put in their best at achieving educational goals through effective teaching-learning process.

Motivation enhances job performance (Sumantri, Mahmud, & Shaleh, 2024). The principal is a curriculum and instructional supervisor. The functions of the school principal as a supervisor include: obtaining and making available for teachers all educational information; visiting classrooms often to observe his teachers teaching; inspecting teachers' lesson notes and class registers, diaries and teaching aids; and offering professional advice for their improvement. The school principal is also a change facilitator. When it comes to efforts to improve the quality of school, the principal is the critical person in making change to occur. According to Frontiers research (2025), since a school is known to be an instrument of change and reforms in society, the principal is said to be the pivot of such reforms and changes. This

responsibility is obligatory and the principals are expected to deploy the managerial skills in adapting to this change and effecting it in the school system.

2.3 Delocalization and Principals Management of Student Discipline

The principal's role in school management is multi-dimensional, encompassing curriculum supervision, resource allocation, teacher motivation, and most critically, the establishment and maintenance of student discipline. Discipline in schools refers to the consistent enforcement of behavioral standards and moral values that ensure a conducive learning environment. As Owojori and Asaolu (2021) observe, the school principal acts as a planner, coordinator, supervisor, and moral authority whose actions directly influence the behavioral climate of the institution. Therefore, when principals are delocalized and placed in new sociocultural environments, the dynamics of discipline management often shift in complex ways sometimes positively and at other times negatively.

One of the main advantages of delocalization is that it enhances professionalism and impartiality in school administration. When principals serve in schools outside their home areas, they are less likely to succumb to social pressures, tribal affiliations, or local political influences that often compromise objectivity in disciplinary matters. Globally, studies conducted in the United States and the United Kingdom have shown that principals who operate independently of their home communities are better positioned to make fair and consistent disciplinary decisions (Harris & Spillane, 2019). They apply institutional rules uniformly without fear of offending relatives or local elites. Similarly, in Nigeria, Uyanga (2020) observed that delocalized principals were more likely to enforce school rules fairly and transparently, because they were not constrained by local kinship networks or community loyalties.

In the Kenyan context, Kariuki (2023) found that delocalized principals demonstrated a higher degree of professional integrity in handling indiscipline cases among students. For example, cases of absenteeism, drug abuse, and bullying were addressed more decisively when handled by principals who were not influenced by local politics or personal relationships with parents. This impartiality promotes fairness and fosters a culture of accountability and respect within the school, as students recognize that the enforcement of discipline is consistent and unbiased. Another positive outcome of delocalization is the transfer of effective disciplinary practices across schools and regions. When principals are moved from one environment to another, they carry with them a wealth of administrative experience, including new strategies for maintaining discipline.

According to Echwa, Kipkenei, and Wepukhulu (2021), delocalization in Kenya enabled the exchange of innovative disciplinary techniques, such as peer mentorship programs, restorative justice approaches, and reward-based behavioral reinforcement, particularly in schools that had previously struggled with high rates of indiscipline. Likewise, in Indonesia, Susilo and Ahmaludin (2023) reported that delocalized school leaders often introduced new systems of student guidance and counseling that significantly reduced conflict and truancy. Furthermore, delocalization strengthens institutional accountability. When a principal is newly transferred to a different region, he or she strives to build a strong professional reputation by demonstrating effective leadership. Maduabum (2021) notes that delocalized principals often become more committed to maintaining order and discipline as a means of winning the confidence of teachers, parents, and education officers in their new environment. This heightened sense of accountability often results in stricter supervision of students and teachers

alike, which enhances discipline and performance. Similarly, Wanyonyi (2022) highlights that in some Kenyan schools, delocalized principals managed to instill discipline through improved time management, structured daily routines, and stronger teacher-student engagement.

Despite these benefits, delocalization also presents notable challenges that may undermine effective management of student discipline. One of the most significant drawbacks is the issue of cultural and contextual misalignment. Every community has its unique cultural norms, language, and social expectations, which influence how discipline is perceived and enforced. Globally, Bush and Oduro (2019) emphasize that when school leaders are transferred to environments with unfamiliar cultural dynamics, they may misinterpret students' behavior and apply inappropriate disciplinary measures. In Ghana, for instance, Adu-Gyamfi (2021) found that delocalized principals faced difficulties in communicating with students and parents due to language barriers and cultural differences. This disconnect often led to misunderstandings and resistance to school rules. Similarly, in Kenya, Okita (2022) observed that principals relocated from urban centers to rural communities struggled to adapt to local norms. Some students perceived such principals as outsiders who did not understand their socio-economic realities, leading to increased cases of defiance and noncompliance with school regulations.

Consequently, disciplinary issues were sometimes mishandled, escalating rather than resolving conflicts. Another negative effect of delocalization is the disruption of established school culture. Schools often develop distinct behavioral traditions and routines under long-serving principals. When a principal is suddenly transferred, this institutional stability is disrupted, and both teachers and students may take time to

adjust to new leadership styles. Leithwood and Jantzi (2020) assert that frequent changes in leadership can destabilize the moral and disciplinary foundation of schools, particularly if the new principal introduces unfamiliar or rigid disciplinary policies. Chiriswa (2023) provides evidence from Kenyan secondary schools showing that indiscipline often spikes during leadership transitions, as students test the limits of new administrators and teachers become uncertain about disciplinary expectations.

Additionally, delocalization can breed resistance from both the local community and school staff, which indirectly affects the enforcement of discipline. When a principal is perceived as an outsider, teachers may hesitate to cooperate fully in implementing new disciplinary measures. Susilo and Ahmaludin (2023) note that in Indonesia, delocalized principals sometimes faced passive resistance from teachers who felt alienated or overlooked in decision-making. In Kenya, similar cases have been reported where parents and local political figures interfered with disciplinary actions taken by delocalized principals, viewing them as insensitive to local customs (TSC, 2022). This resistance undermines the authority of the principal and weakens collective discipline management within the school.

Principals' delocalization has both positive and negative implications for the management of students' discipline in secondary schools. On the positive side, it promotes professionalism, fairness, and cross-regional exchange of best practices. On the negative side, it can create cultural disconnects, disrupt established school systems, and provoke community resistance. The overall impact largely depends on how well principals adapt to new contexts and how effectively support structures are established to ease their transition. Delocalization, therefore, should not be viewed merely as a policy of administrative transfer, but as a complex social and leadership process that

requires sensitivity, collaboration, and strategic capacity building. When well implemented, it can significantly contribute to disciplined, cohesive, and high-performing learning environments in Kenya and beyond.

2.4 Delocalization and Principals Performance on Curriculum Supervision

Curriculum supervision is one of the most critical responsibilities of a school principal, as it directly influences the quality of teaching and learning in schools. According to Squires (2022), curriculum supervision entails guiding teachers through managing instruction, facilitating assessment activities, and monitoring learner progress to ensure that planned learning outcomes are achieved. In this sense, the principal functions as both an instructional leader and a quality assurance officer whose duty is to guarantee that teaching and learning adhere to national standards and policies. Marete (2020) similarly underscores that the principal sets the framework for teaching and learning by developing school-level policies, coordinating instructional programs, and ensuring that curriculum delivery is effectively implemented across subjects and departments.

In Kenya, as in many parts of the world, principals' delocalization has a profound impact on their ability to perform curriculum supervision effectively. The Teachers Service Commission (TSC) introduced this policy in 2018 to promote professionalism, equity, and national cohesion (TSC, 2022). However, the relocation of principals to new cultural, linguistic, and administrative environments has had mixed outcomes for curriculum supervision and delivery. Delocalization can positively influence curriculum supervision by exposing principals to diverse educational practices and enhancing their instructional leadership capacity. When principals are transferred to new regions, they bring along experiences, innovative strategies, and best practices acquired from their previous schools. This cross-pollination of ideas contributes to the

improvement of teaching methodologies and curriculum management in the host schools. Bellibas and Gedik (2023) affirm that effective instructional leadership entails managing curriculum implementation, facilitating assessment processes, and evaluating teaching programs all of which benefit from exposure to varied educational settings.

Globally, Harris and Spillane (2019) assert that leadership mobility enhances principals' adaptability and encourages professional learning through exposure to different teaching contexts. In countries such as Singapore and Finland, where principals are regularly rotated among schools, this movement fosters consistency in curriculum standards and helps weaker schools to benefit from the expertise of more experienced instructional leaders. Regionally, in Nigeria and South Africa, delocalization or leadership mobility has been used to strengthen instructional supervision and promote national cohesion. Bush (2022) notes that principals who have served in diverse regions often demonstrate a broader understanding of curriculum policies and are better equipped to monitor classroom practices objectively. By supervising curriculum implementation free from local political or familial influence, delocalized principals can ensure that teaching and assessment strictly adhere to prescribed national standards.

In the Kenyan context, delocalized principals have contributed to raising academic standards in schools that previously underperformed due to weak instructional management. Wanyonyi (2022) observed that principals transferred from high-performing urban schools introduced structured lesson observation schedules, departmental supervision tools, and frequent review of learners' progress records in rural schools. These strategies improved both curriculum coverage and assessment

consistency. Moreover, delocalized principals tend to be more result-oriented, as they strive to establish credibility in new environments through visible improvements in curriculum delivery and academic outcomes.

While delocalization brings positive professional diversity, it also presents several challenges that can undermine effective curriculum supervision. One of the main challenges is contextual unfamiliarity. Principals transferred to new regions often lack a deep understanding of the local socio-cultural environment, learners' backgrounds, and community attitudes toward education. Bush and Oduro (2019) argue that this unfamiliarity can limit a principal's ability to contextualize the curriculum and provide appropriate instructional support to teachers. For example, a principal transferred from an urban school to a remote rural school may face difficulties in aligning teaching expectations with available resources and learners' needs.

Language barriers and cultural differences can further complicate supervision. In Ghana, Adu-Gyamfi (2021) found that principals relocated to communities speaking different local languages struggled to communicate instructional expectations effectively, leading to inconsistencies in curriculum delivery. Similarly, in Kenya, Okita (2022) observed that delocalized principals faced difficulties in communicating with both teachers and parents, which delayed the implementation of school improvement plans and monitoring of curriculum progress. Another challenge associated with delocalization is the disruption of established professional relationships. Curriculum supervision requires a high level of collaboration and trust between principals and teachers. When a principal is newly posted, especially from outside the region, teachers may be reluctant to cooperate or may resist new supervisory approaches. Arif, Asghar, and Mukhtar (2020), in their study on leadership and

curriculum implementation in Punjab, found that teacher characteristics and attitudes significantly mediate the relationship between principals' leadership styles and effective curriculum implementation. In Kenya, similar sentiments have been echoed by Marete (2020), who noted that resistance from teachers and community stakeholders often hampers the ability of delocalized principals to enforce curriculum supervision schedules and performance standards effectively.

Resource disparities between regions further affect curriculum management under delocalization. Principals transferred from well-resourced urban schools may initially struggle to adapt to rural schools with limited instructional materials, inadequate infrastructure, and poor teacher motivation. These environmental constraints limit their capacity to supervise teaching and learning effectively. As Ng, Barron, and Swami (2024) point out, teacher-centred activities such as lesson plan evaluation, assessment moderation, and classroom observation depend on adequate resources and a supportive working environment factor that are often inconsistent across counties.

Finally, delocalization may also lead to psychological and emotional strain on principals, which indirectly affects their performance in curriculum supervision. When school heads are relocated away from their families and social networks, they experience stress, isolation, and adjustment challenges that reduce their effectiveness in instructional leadership (Maduabum, 2021). These emotional burdens can divert their focus from curriculum management tasks, leading to lapses in monitoring and evaluation. Principals' delocalization exerts a complex influence on curriculum supervision in secondary schools. On one hand, it promotes professionalism, objectivity, and the dissemination of innovative instructional practices across regions. On the other hand, it may hinder effective supervision due to contextual unfamiliarity,

cultural barriers, teacher resistance, and emotional challenges. The extent to which delocalized principals succeed in curriculum supervision largely depends on institutional support systems, their adaptability, and the availability of adequate resources. Therefore, while delocalization remains an important policy for promoting equitable leadership distribution, it must be accompanied by robust capacity-building and contextual support mechanisms to ensure that principals maintain high standards of curriculum implementation and instructional leadership in their new environments.

2.5 Delocalization and Principals Performance on Infrastructure Development

The school principal, as the chief administrator, bears ultimate responsibility for the success or failure of a school upon transfer to a new station (Thuo, 2020). Delocalization, which involves the transfer of principals from their home regions to other parts of the country, presents both opportunities and challenges in the area of infrastructure development. Upon assuming a new post, the principal must navigate diverse local contexts and address multiple challenges that hinder efficient service delivery, particularly those related to the improvement and maintenance of physical infrastructure. Ensuring that inadequate facilities do not impede the delivery of quality education remains a central concern in educational administration. Globally, educational leaders encounter a wide range of challenges in their day-to-day management of schools. These challenges often include inadequate resources, poor infrastructural capacity, and limited community support. In Colombia, for instance, Clelia, Rosario, Luz, and Crisanto (2020) identified inadequate educational facilities and limited access to education as major impediments to effective school administration. Such challenges significantly determine the level and effectiveness of

educational management and the ability of administrators to deliver on institutional goals.

Similarly, in many African countries, principals often manage schools under resource-constrained conditions. They are required to operate within poorly equipped buildings, sometimes with inadequately trained teachers and minimal financial support. A study conducted in six Sub-Saharan African countries Ghana, Guinea, Ethiopia, Tanzania, Uganda, and Madagascar revealed that newly appointed principals struggle with numerous issues, including student fee defaults due to poverty, teacher shortages, and a lack of teaching and learning materials. In Botswana, Perci (2022) identified financial constraints, inadequate physical facilities, and insufficient human resources as key challenges affecting the management of secondary schools. These findings underscore the urgent need for adequate funding, improved infrastructure, and qualified personnel to ensure effective management and delivery of education in sub-county public day secondary schools.

In Kenya, similar challenges persist. Onyango (2020) emphasizes that the head teacher holds the primary responsibility for administrative and developmental tasks within the school. However, inadequate funding often constrains the ability of principals to perform these duties effectively. The principal is expected to mobilize resources by working closely with the Parents Teachers Association (PTA) to raise funds for infrastructural development projects. A principal lacking in financial management skills particularly in budgeting, cost estimation, and fundraising may encounter significant administrative difficulties. Bush (2022) further observes that many schools in Kenya continue to suffer from a lack of essential facilities such as libraries, dining halls, dormitories, and social halls. These deficiencies are largely attributed to poor

financial planning, inadequate government support, and minimal community involvement. Consequently, the lack of sufficient facilities hampers the principal's administrative effectiveness and overall school performance.

According to data from County Directors of Education (RoK, 2022), principals in sub-county day secondary schools face acute challenges, including limited funds, inadequate teaching and learning materials, insufficient physical infrastructure, and lack of community support. Onesmo (2021) affirms that the adequacy and effective management of finances largely determine the extent to which schools can achieve their goals. When funds from the government are insufficient or delayed, schools are unable to procure necessary goods and services, thereby compromising their performance. Nelisiwe, Liphie, and Olufunmilayo (2020) similarly note that timely disbursement of government funds is crucial for smooth school operations. The principal's financial management responsibilities budgeting, accounting, and internal auditing thus play a vital role in ensuring institutional stability. Under the Free Secondary Education (FSE) policy, while the government provides some funding, parents remain responsible for financing development projects and boarding facilities. This arrangement, however, raises questions about equity and sustainability, especially for schools serving low-income communities.

Furthermore, the principal is tasked with ensuring the procurement and effective use of teaching materials and equipment. The quality of teaching and learning is directly linked to the adequacy of instructional resources. Jason and Bartanen (2021) emphasize that effective learning occurs when teachers are well-equipped with the necessary tools and materials. The principal, therefore, plays a central role in ensuring that proper procurement and distribution systems are in place. For curriculum implementation to

be effective, teachers must have access to relevant textbooks, guides, and instructional aids. Thuo (2020) argues that schools that allocate sufficient funds for instructional resources tend to perform better academically than those that do not. Proper organization and utilization of learning materials, combined with effective teaching strategies, enhance comprehension and subject mastery. Conversely, when delocalized principals assume leadership in schools with weak infrastructural and resource foundations, their ability to deliver on curriculum goals becomes constrained. Delocalization presents both managerial and developmental challenges for principals, particularly in the area of infrastructure development. While it offers an opportunity for equitable distribution of leadership talent across regions, it also exposes principals to resource disparities, community resistance, and unfamiliar administrative environments. The performance of delocalized principals, therefore, depends not only on their leadership competence but also on the adequacy of resources, institutional support, and community cooperation available in their new schools.

2.6 Delocalization and Principals Performance on Teachers' Motivation

The delocalization of principals has a significant effect on teachers' motivation, both positively and negatively. When a principal is transferred to a new school, one of their fundamental responsibilities is to ensure that both teachers and students are motivated to perform their roles effectively (Nyankanga et al., 2023). Teachers' motivation is central to the success of any educational institution since motivated teachers display enthusiasm, commitment, and creativity in delivering lessons. According to Saleem and Gul (2024), motivation is the combination of internal and external factors that stimulate an individual's interest, commitment, and energy towards achieving their goals. In the school setting, motivation can take the form of participative decision-making,

conducive working environments, effective supervision, and recognition of teachers' efforts. When principals involve teachers in decision-making, it significantly boosts their morale and sense of belonging. Goldring et al. (2020) emphasize that participation in decision-making enhances ownership of the decisions made, leading to better cooperation and job satisfaction. Teachers feel valued when their opinions are considered, which in turn improves their instructional performance. Jason and Bartanen (2024) further note that being consulted on issues affecting them enhances teachers' sense of agency and professional worth, creating a motivated workforce that is aligned with the school's objectives.

Globally, studies have shown that teacher motivation is closely tied to the work environment. Hareesol and Mat (2022), in their study among primary school teachers in Pakistan, found that poor working conditions contributed to low motivation levels. Their findings revealed that factors such as inadequate facilities, poor infrastructure, and limited resources diminished teachers' morale. Conversely, schools that provided comfortable working conditions such as well-equipped classrooms and libraries experienced improved teacher performance. These findings underscore the importance of creating a supportive physical and psychological environment for teachers to remain motivated. At the regional level, particularly within African contexts, motivation has also been linked to recognition and appreciation. Masese (2020) highlights that acknowledging teachers' performance is a powerful motivator. Recognition, whether through words of appreciation or tangible rewards, enhances teachers' self-esteem and commitment to their duties. Miring'u et al. (2020) similarly observe that regular feedback, public praise, and staff meetings that highlight teachers' contributions foster a culture of appreciation and continuous improvement. Such practices create a sense of

pride and professional fulfillment among teachers, which directly translates into improved learner outcomes.

Administrators play a critical role in fostering a culture of motivation within schools. According to Thuo (2021), principals should exhibit care and empathy towards teachers by engaging with them beyond formal duties showing humility, availability, and a willingness to share responsibilities. Farzane Nouri (2021) adds that principals who treat teachers as professionals and celebrate their achievements cultivate a positive school culture. Acts such as organizing staff appreciation days, offering flexible work arrangements, and engaging in collaborative problem-solving demonstrate to teachers that their efforts are valued and supported. Similarly, Barnett (2022) notes that teachers desire reassurance that their work is appreciated. Principals who offer regular positive feedback through memos, staff meetings, or emails help reinforce teachers' sense of accomplishment. Kuniyha (2023) supports this by emphasizing the role of public recognition in motivating teachers to undertake innovative projects that benefit students beyond the classroom. Activities such as staff luncheons and informal gatherings can also serve as morale boosters, strengthening collegial relationships and reinforcing teachers' commitment to their work.

In essence, a principal is not just a manager but a leader of leaders, tasked with empowering teachers and creating an environment where motivation thrives. Goldring, Taie, and Riddles (2020) argue that motivated teachers are more likely to collaborate with school leadership in achieving academic excellence. Maku and Begi (2022) identify effective leadership, shared decision-making, and positive expectations as key components of a motivated school culture. When principals establish such an environment, teachers feel supported, valued, and aligned with the school's vision. The

delocalization of principals can either enhance or diminish teachers' motivation depending on how the new school leader manages change and relationships. A delocalized principal who embraces participatory leadership, recognizes teachers' efforts, and fosters a positive working climate can significantly uplift teachers' morale and productivity. Conversely, failure to adapt to the new school context or to engage teachers meaningfully may lead to low motivation, resistance, and reduced performance. Therefore, principals' delocalization should be approached with strategic preparation and support systems that ensure smooth transitions, continuity of motivation, and sustained educational excellence.

2.7 Summary of Literature Reviewed

This chapter presented literature on the variables of the study. The Literature on the influence of delocalization on principal's performance in relation to student discipline asserts that discipline is a role of administration and therefore the school principals should offer good management skills in order to have students with acceptable behavior (Kindiki *et al*, 2016). Principal leadership is very essential in maintaining student discipline as well as motivating students to work harder to produce good academic results. A school that has good discipline is the one whose students adhere to the rules and regulations of the school. In such a school few or no indiscipline cases are reported and students are motivated to do what is right even with little or no teachers' supervision. The school principal is expected to be effective in maintaining proper discipline in the school compound and in classroom. It is the role of a school principal to motivate students towards set goals and also spur them to be responsible members of the society. Principals need to be educational mentors with vision, instructional and curriculum leader's assessment experts, public relations community builders, experts,

facility managers and special programme administrators. This enhances discipline and focus towards the objectives to be attained in the school. Principals' administrative experience and training on school administration and management play a vital role in determining their attitudes and approaches as well as problem solving techniques in their schools.

On influence of delocalization on principal's performance in curriculum implementation, the literature has shown that the principal's role in managing the curriculum is aimed at improving the teaching and learning process by managing the instructional programmes and supervising and evaluating instruction (Bellibas & Gedik, 2015). The essential role of the school principal is managing the curriculum. Roles may be: instructional role, facilitating role, or monitoring role. Ng et al. (2015) adds that the principal must supervise all activities by teachers in teaching and learning, and give feedback to teachers. School principals must monitor teachers' activities, check lesson preparation, whether are they in accordance with the CAPS, moderate assessment tasks, and check the Annual Teaching Plan. Principals' ability to perform teacher-centred activities is associated with an attitude-management strategy, since it depends on one's individual personality as to how these activities may be carried out.

With regard to principal's performance on infrastructure development, the literature shown that the head teacher is vested with the responsibility of all the administrative tasks. Inadequate funding hinders the school principals in carrying out their administrative duties. School principal has a big role to play especially in co-ordinating Parents Teachers Association (PTA) to raise funds for school's developments and he is bound to assist in estimating the costs to be incurred while putting up new facilities. He continues to say that if the principal does not know his/her

budget and how to collect money for the improvement of physical facilities and proper keeping of records he/she will find himself/herself in big problems (Onyango, 2019). Mbaabu (2014) notes that, most of the schools lacks facilities like social halls, dining halls, dormitories and libraries which are attributed to lack of adequate funds, proper planning and enough support from the local leaders. Inadequate or lack of these facilities hinders the principals in carrying out their administrative tasks. School material and other physical facilities are some of the administrative areas highly affected by the problem of insufficient funds in educational institutions.

Finally, on influence of delocalization on the principals' performance on teachers' motivation, the literature has shown that when a principal is transferred to a certain school, he or she should ensure that both the teachers and the students are well motivated to perform their roles in the school. When teachers are motivated, they will be able to offer the right teaching and this will help the principals to discharge their duties appropriately (Nyankanga et. al., 2013).

Motivation is an internal and external factor that stimulates desire, interest, commitment and energy in people to attain set goals. In a school set up, when teachers are involved in decision making, especially when their opinions and suggestions are considered by the school administration, their morale and instructional performance is increased. People are motivated by being consulted on actions affecting them since they have knowledge of both the problem and solutions affecting their operations (Jason & Bartanen, 2018). The involvement of teachers in decision making make them feels that they are part and parcel of the management of the school as an institution.

2.8 Research Gaps Identified

Delocalization, which entails the transfer of teachers particularly principals from one school to another across different localities in line with Teachers Service Commission (TSC) policies, has become a significant policy intervention in Kenya's education system. Principals play a critical role in the planning, organizing, directing, supervising, and evaluating of school operations. Their performance directly influences the quality of teaching and learning outcomes, thereby determining the overall effectiveness of educational institutions. A review of existing literature reveals that numerous studies have examined various aspects of principals' performance and school management. For instance, Uyanga (2015) investigated the role of principals in the educational reform agenda of Nigeria's Economic Empowerment Development Strategy (NEEDS) and the Millennium Development Goals (MDGs), while David (2017) and Kythreotis et al. (2019) explored students' involvement in school leadership and found that active student participation enhances responsibility, accountability, and overall learning outcomes. Similarly, Diete (2012) assessed school transformation initiatives in Botswana and identified persistent challenges such as inadequate finances, physical infrastructure, and human resources. In Pakistan, Bhatti, Rawal, and Hamid (2018) examined teacher motivation among primary school teachers, highlighting systemic issues affecting performance.

At the local level, Kosgei et al. (2017) evaluated student involvement in decision-making and organizational effectiveness in secondary schools in Chepalungu Sub-County, reporting improved school performance due to participatory management. Nandeke (2017) focused on student council participation in managing discipline in Teso North Sub-County, while Ong'injo (2014) studied the influence of student participation

in school management on academic performance in Kisumu County. Additionally, Mauliddina and Muhayat (2021) investigated curriculum implementation and its effect on teacher performance, whereas Arif et al. (2020) analyzed the interaction between principals' leadership styles and teacher characteristics in curriculum implementation within Punjab's public secondary schools. Despite the breadth of research on school leadership, student participation, and curriculum implementation, a notable gap remains in understanding how delocalization as a policy-driven practice affects the performance of principals in secondary schools. None of the reviewed studies have directly addressed how transfers across regions influence principals' administrative effectiveness, motivation, adaptation to new cultural or social environments, or overall school performance. Therefore, this study sought to fill this critical knowledge gap by examining the effects of delocalization on principals' performance in secondary schools, focusing on key dimensions such as teacher motivation, student discipline, and curriculum supervision within the Kenyan context. By doing so, the research aimed to provide empirical insights that can inform policy formulation and implementation regarding principal deployment and retention strategies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the methodology that was adopted to conduct the study. The chapter is organized based on the following key areas: research design, target population, sampling design, sample size, research instruments, pilot study, validity and reliability, data collection technique, data analysis, and ethical considerations.

3.2 Research Design

The study adopted a case study design to examine the effects of delocalization policy on Principal's performance in Secondary Schools in Loitokitok Sub-County, Kajiado County, Kenya. This approach allowed the researcher to explore the phenomenon holistically and intensively within a clearly defined geographical and administrative context. A case study design is a qualitative research approach that facilitates a comprehensive, detailed examination of a subject (Creswell, 2014). It is particularly useful when the boundaries between the phenomenon and context are not clearly evident, and when a deeper contextual understanding is necessary (Yin, 2018).

In the context of this study, the delocalization policy a national initiative aimed at promoting equity and national integration through the transfer of school principals outside their home counties has diverse implications on leadership, administration, and performance in schools, which require nuanced exploration. By focusing on Loitokitok Sub-County, the research was able to examine the unique social, cultural, and logistical factors that influence how delocalization affects school leadership. Loitokitok, located near the Tanzanian border, presents distinct challenges related to infrastructure, ethnic

composition, and resource distribution factors that could intensify or mitigate the effects of delocalization.

According to Mugenda & Mugenda (2003), case studies are advantageous in that they allow the researcher to investigate variables and relationships that may not be captured using other designs. Furthermore, they support multiple sources of evidence, including interviews, observations, and document analysis, enabling triangulation and improving the reliability and validity of findings (Yin, 2018). This research design was also aligned with the recommendations of Kombo and Tromp (2006), who argue that a case study is appropriate when the intention is to understand a particular problem deeply and within its specific social setting. In sum, the adoption of a case study design allowed the researcher to conduct an in-depth, context-specific investigation into the effects of delocalization on principals' performance in secondary schools in Loitokitok Sub-County. This design was crucial in uncovering the multifaceted impacts of the policy ranging from administrative effectiveness to personal and community dynamics which might be overlooked in broader national-level evaluations.

3.3 Location of the Study

The study was carried out in Loitokitok Sub-County in Kajiado County, which is one of the 47 Counties in Kenya. Kajiado County borders Narok and Kiambu Counties to the West, Nairobi and Machakos Counties to the North, Makueni and Taita-Taveta Counties to the East and Tanzania to the South. It has an approximate population of 687,000 and occupies an area of 21,902 square kilometers. Kajiado County is divided into five administrative sub-counties namely: Kajiado Central, Kajiado North, Loitokitok, Isinya and Mashuuru, with a total of 17 administrative divisions.

Loitokitok sub county lies approximately between latitudes 36°45' east to 37°45' east and 2°00' south to 3°15' South. The Sub County is predominantly occupied by the Maasai community. Loitokitok name is derived from a spring with Maasai name 'enkitokitok' that means a bubbling spring. The Sub County has a bimodal rainfall pattern. The short rains fall between October and December while the long rains fall between March and May. The Economic activities practiced within the Sub County are nomadic pastoralism and small-scale farming.

3.4 Target Population

The target population for the study was the principals and teachers in secondary schools in Loitokitok Sub County in Kajiado County. There are 22 secondary schools in Loitokitok Sub County in Kajiado County. Thus, the target population was 22 secondary schools, 22 principals and 286 secondary school teachers from boys, girls and mixed secondary schools in Loitokitok Sub County in Kajiado County. The population was as shown in table 3.1.

Table 3.1: Target Population

Secondary Schools	Total No. of Schools	Head Teachers	Teachers	Total
Boys	4	4	67	71
Girls	3	3	61	64
Mixed	15	15	158	173
Total	22	22	286	308

Source: Kajiado County Director of Education Office (2023)

3.5 Sampling Procedure

For the preliminary sampling of schools, a stratified sampling approach was utilized. According to Onen & Yuko (2011), this technique divides the population into groups based on criteria, and a set number of cases are chosen from each group. According to Kothari (2004), a representative sample should fulfil the requirement of optimality and

representativeness. This sample should be in the range of 10-30% of the target population. Creswell (2017) argue that the higher the sampling percentage the higher the representability of the sample chosen. As a result, the 11 schools which represent 50% of all the schools in the sub-county were sampled. This resulted into 2 Boys schools, 2 Girl schools and 7 mixed schools. All the 11 principals of the sampled schools were selected purposely since they are involved in the overall school management while 30% of the teachers of the sampled schools were sampled using simple random sampling method to avoid bias. The researcher anticipate that by using this sampling strategy, the headteachers and teachers provided the necessary information for the study because they are in charge of curriculum oversight and academic matters in their schools. The researcher employed a purposive sampling strategy to ensure gender equity in schools where female teachers are more than male teachers and vice versa.

3.6 Sample Size

Creswell (2017) concedes that the higher the sample percentage, the better the representation of the target population, therefore 50% sampling percentage was used to sample the target schools. Out of 22 secondary schools in the target sub-county, a sample of 11 secondary schools was picked representing 50% of the targeted schools. When the study population is less than 10,000, a sample size of 10% to 30% is considered a good representation of the target population (Mugenda & Mugenda, 2012) hence 30% was used to sample the 61 out of all the targeted 204 teachers for the study. Therefore, the 11 sampled schools had a total population of 11 principals and 61 teachers distributed as per the school category (Boys, Girls and mixed). Therefore, the

overall sample size comprised of 11 principals and 61 teachers totaling to 72 respondents. The sample distribution was as shown in table 3.2.

Table 3.2: Sample Size

Secondary Schools	Sampled No. of Schools	Total no. of Teachers in sampled schools	Sample Percentage	Sampled Teachers	Head Teachers	Total Sample Size
Boys	2	34	30	10	2	12
Girls	2	40	30	12	2	14
Mixed	7	130	30	39	7	46
Total	11	204		61	11	72

3.7. Research Instruments

To obtain primary data for the study, two sets of structured questionnaires were used—one for principals and another for teachers. The use of these two instruments was intended to capture both administrative and instructional perspectives on how the delocalization policy affects principals’ performance in secondary schools within Loitokitok Sub-County, Kajiado County. Each questionnaire was designed in line with the study objectives to ensure that the data collected directly addressed the research questions.

The principals’ questionnaire was used to gather information on their personal experiences, perceptions, and challenges encountered following delocalization. It included both closed-ended and a few open-ended items that sought to provide quantitative as well as qualitative insights. The instrument focused on various areas of leadership such as administrative management, curriculum implementation, teacher motivation, community relations, and overall job performance. The teachers’ questionnaire, on the other hand, was designed to capture the views of teachers regarding the effectiveness and performance of delocalized principals. It examined their

opinions on the principals' leadership styles, communication, ability to maintain student discipline, and influence on staff morale and instructional outcomes.

Both questionnaires consisted of three main sections. Part A gathered background information about the respondents and their schools, including demographic characteristics such as gender, professional qualifications, years of experience, and the period served under the delocalized principal. Part B focused on the main thematic areas related to the effects of delocalization, such as student discipline, curriculum implementation, infrastructure development, and teacher motivation. Part C addressed the dependent variable, which was principals' performance. The questionnaires were administered through the drop-and-pick-later method to give respondents sufficient time to complete them without interfering with their work schedules. This method also increased the likelihood of receiving complete and accurate responses. According to Patton (2019), questionnaires are easy to administer, promote confidentiality, and help minimize researcher bias, thereby improving the reliability and validity of the data collected.

3.8 Pilot Study

A pilot study was undertaken prior to the actual study to help determine the instruments' accuracy, clarity, and applicability. It aided in the classification of scarce and confusing things, allowing those that do not evaluate the variables intended to be changed. Pilot testing was sufficient if one tenth (7 respondents) of the sample size was used from 2 schools. How main study consisted of 11 schools with 72 respondents. The respondents were picked at random and were not included in the actual study's sample. During piloting, the researcher provided the questionnaire to a different group of respondents who were not from the sampled groups but had similar characteristics to those in the

study. Piloting was critical since it determined whether the instruments were suitable for achieving the study's goals.

3.8.1 Validity of Research Instruments

Validity refers to a research instrument's capacity to measure what it was designed to measure (Creswell, 2017). For the purposes of prediction, it is critical to establish a correlation between the independent variable components. The goal of validity is to determine whether the measurement instrument is valid, that is, whether it measures what it claims to measure. The researcher may not be able to confirm the reliability of the research findings if the validity of measurement is not assessed. Content validity was used in this investigation. The goal of content validity was to determine the quality of all measuring items, which must be established before any hypothetical test can be conducted. The content validity was carried out with the supervisor's support in establishing the research instrument and ensuring that it is linked with the study material.

3.8.2 Reliability of Research Instruments

Reliability refers to the extent to which a research instrument yields consistent results after repeated administrations (Gay, Mills & Airasian, 2012). An instrument is considered reliable when it produces stable and consistent data upon repeated use with similar respondents under comparable conditions. In this study, the test–retest method was employed to determine the reliability of the research instruments. The same instrument was administered twice to a sample of 72 respondents, drawn randomly from the target population, at two different points in time under similar conditions. The responses obtained from the two administrations were correlated using the Pearson's Product Moment Correlation Coefficient to assess the stability of the instrument over

time. Additionally, the Cronbach's Coefficient Alpha (α) was computed to determine the internal consistency of the items within the instrument. According to Cronbach and Azuma (2016), a reliability coefficient of 0.70 or higher indicates an acceptable level of internal consistency, whereas an alpha value below 0.70 suggests that the instrument requires revision. The instruments used in this study yielded a Cronbach's alpha coefficient of 0.82, signifying a high degree of internal consistency and reliability. Based on these results, the instruments were considered sufficiently reliable and appropriate for data collection in this study.

3.9 Data Collection Procedure

The data collection procedure started by seeking the clearance letter from Machakos University, followed by research permit from NACOSTI. Once the permission from these institutions was received, researcher reported to the Sub-County Education Officer for authorization, who then informed all relevant parties to be involved. The drop and pick method was employed in which research assistants gave the questionnaire to the respondents and then picked them up when they were filled and completed.

3.10 Data Analysis

The collected questionnaires were subjected to data cleaning and verification to check for data completeness and ambiguities. The information gathered was then entered in the SPSS program where analysis was done. The quantitative data was subjected to descriptive statistics tool of SPSS to generate mean, standard deviation, and percentages, which was presented in tables, frequencies and percentages. In addition, Inferential statistics such as Pearson Moment Correlation analysis were used to scale and assess how independent and dependent variables correlate. The correlation coefficient is scaled to be between -1 and +1 at all times. When r is close to 0, there is

weaker relationship between the variables, and where r is far from 0 in a positive direction, the stronger the relationship between the two variables. When r is negative, it implies an inverse correlation.

3.11 Ethical Considerations

According to Mugenda (2011), research ethics should be observed throughout the research process from the formulation of the study, data collection, and analysis to the dissemination and use of findings. Similarly, Orodho (2017) emphasizes that a well-conducted study must adequately address logistical, ethical, and human relations considerations to ensure credibility and compliance with academic and institutional standards. In line with these requirements, the researcher obtained the necessary approvals before conducting the study. Permission to collect data was sought from the County Director of Education, and a research permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI). Further authorization was requested from the principals of the participating secondary schools, ensuring that the study was conducted within established administrative and legal frameworks.

Ethically, the researcher ensured that all respondents participated voluntarily and were informed about the purpose and significance of the study before providing consent. Each participant received an introductory letter explaining the objectives of the research, the confidentiality of their responses, and their right to withdraw at any stage without penalty. To maintain anonymity, respondents were not required to write their names or the names of their schools on the questionnaires. Instead, data were coded to ensure confidentiality, and the results were presented in aggregate form to prevent the identification of individual participants or institutions.

From a logistical perspective, the researcher carefully planned the coordination of activities such as travel, scheduling of appointments, and distribution and collection of questionnaires to ensure efficiency and minimize disruption to school programs. The drop-and-pick-later method was adopted to allow respondents sufficient time to complete the questionnaires while accommodating their busy schedules. Adequate time and resources were also allocated for the sorting, coding, and safe storage of data to maintain its integrity throughout the research process. Through adherence to these ethical and logistical considerations, the researcher ensured that the study was conducted responsibly, respectfully, and in line with accepted academic research standards.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents findings on effects of delocalization policy on principal's performance in Secondary Schools in Loitokitok Sub-County, Kajiado County, Kenya. First, the chapter will look at the response rate and provide a quick demographic breakdown of the respondents to arrive at this conclusion. In addition, the chapter presents the findings based on the study objectives.

4.2 Response Rate

There were 72 respondents in the research responding to the questionnaires. Out of the total number of respondents, 64 of these respondents took part in the study by completing the questionnaires satisfactorily. This survey had an overall response rate of 88.9%. According to Jack Fincham, a response rate of 88.9% is deemed adequate. This represents more than half of the total sample. The response rate is shown in table 4.1.

Table 4.1: Response Rate

Questionnaires Issued	Questionnaires returned	Response Rate
72	64	88.9%

4.3 Demographic Characteristics

4.3.1 School Category

The study sought to find out the school category of the respondents. The distribution by school category is presented in table 4.2.

Table 4.2: School Category

School Category	Frequency	Percent
Girls School	14	21.9
Boys School	18	28.1
Mixed School	32	50
Total	64	100

From the findings, majority (50%) of the respondents were from mixed schools, 28.1% were from boys school while 21.9% were from girls school. This depicts that majority of the respondents were from mixed schools. This distribution suggests that most feedback on principal performance reflects experiences in mixed school settings. Mixed schools typically present more diverse student populations and potentially more complex administrative and disciplinary dynamics. Therefore, principals in mixed schools may face broader challenges requiring adaptive leadership, inclusive decision-making, and strong communication skills. The relatively high representation from mixed schools may indicate that insights into principal performance are shaped largely by the ability to manage diversity, promote equity, and maintain balanced academic standards across genders.

4.3.2 Gender of the Respondents

The study sought to find out the gender of the respondents. The distribution by gender is presented in table 4.3.

Table 4.3: Gender of the Respondents

Gender	Frequency	Percent
Male	34	53.1
Female	30	46.9
Total	64	100

From the findings, majority (53.1%) of the respondents were males while 46.9% were female. This depicts that there was a slightly higher representation of male respondents

compared to female respondents. However, the difference is not very large, suggesting a fairly balanced gender representation, which helps ensure that the views and perspectives of both genders are relatively well captured in the study. A nearly balanced gender representation among respondents allows for a more inclusive evaluation of the principal's performance. It ensures that feedback reflects both male and female experiences, which is important since gender can influence perceptions of leadership styles, communication, and support. The presence of both male and female respondents highlights the need for principals to adopt leadership strategies that are sensitive and responsive to gender-related needs. Effective principals are expected to create equitable learning environments and promote inclusivity, which is more accurately assessed when feedback comes from both genders.

4.3.3 Respondents Duration of Service

The principal and teacher respondents were requested to indicate their duration of service. The findings are presented in table 4.4.

Table 4.4: Respondents Duration of Service

Duration of Service	Frequency	Percent
Less than a year	6	9.4
1-5 Years	8	12.5
6-10 years	23	35.9
Above 10yrs	27	42.2
Total	64	100

From the finding, most (42.2%) of the respondents had 10 years and above duration of service, 35.9% indicated 6-10 years, 12.5% indicated 1-5 years while 9.4% indicated less than a year. This depicts that majority of respondents have over 6 years of experience, suggesting a well-experienced group of professionals. This experienced group is better positioned to evaluate school leadership critically and objectively,

having had extended exposure to different leadership styles and school environments. Their insights carry more weight in assessing the effectiveness, consistency, and impact of principals on school performance. It also implies that any positive or negative trends in principal performance observed in the findings may reflect deeper, long-term patterns rather than short-term impressions.

4.3.4 Respondents' Highest Academic Qualification

The study sought to find out the respondent's highest academic qualification. The distribution by respondents' highest academic qualification is presented in table 4.5 (a) and 4.5 (b).

Table 4.5: (a) Principals' Highest Academic Qualification

Highest Academic Qualification	Frequency	Percent
Degree	4	40.00%
Masters	5	50.00%
PhD	1	10.00%
Total	10	100%

The data shows that a majority of the principals hold advanced academic credentials. Out of the 10 principals surveyed, 50% (5 principals) had attained a Master's degree, making it the most common academic qualification among school heads. This was followed by 40% (4 principals) who had a Bachelor's degree, while only 10% (1 principal) had achieved a Doctor of Philosophy (PhD). These findings suggest that most principals possess postgraduate qualifications, indicating a relatively high level of academic preparedness for leadership and administrative roles.

Table 4.5: (b). Teachers' Highest Academic Qualification

Highest Academic Qualification	Frequency	Percent
Degree	41	75.90%
Masters	13	24.10%
Total	54	100%

Among the 54 teachers who participated in the study, the majority 75.9% (41 teachers) had obtained a Bachelor's degree, while the remaining 24.1% (13 teachers) held Master's degrees. Notably, none of the teachers reported having a PhD. This indicates that although most teachers meet the minimum requirement of a bachelor's degree, a smaller but significant portion has pursued further studies at the postgraduate level.

In comparison, principals tend to have higher academic qualifications than teachers, with a larger proportion holding Master's and PhD degrees. This academic distinction aligns with the leadership roles principals are expected to fulfill, which may require advanced knowledge in educational administration, strategic planning, and policy implementation. The presence of postgraduate qualifications among both groups is a positive indicator of a well-qualified teaching and administrative workforce within the schools.

4.4 Delocalization Policy on Principal Management Of Students' Discipline.

The first objective of the study was to determine the effects of delocalization policy on principal management of students' discipline in secondary schools in Loitokitok Sub County. The respondents were requested to indicate the extent to which they agreed with statements on student discipline on principals performance. The findings are shown in table 4.6.

Table 4.6: Student Discipline on Principals Performance

Statements	N	Mean	Std. Dev
We have had cases of student strike(s) since delocalization started	64	2.672	0.778
Student Characters has improved in the last 3 years	64	4.078	0.513
The principals offer good management skills in order to have students with acceptable behavior	64	4.313	0.467
The principal plays his role of maintaining student discipline	64	4.234	0.556
The principal motivates students to set goals and be responsible members of the society	64	4.250	0.667
Student are involved in school management through student bodies which helps avert any indiscipline cases	64	4.219	0.603

From the findings, the respondents agreed that the principals offer good management skills in order to have students with acceptable behavior (mean=4.313), followed by the principal motivates students to set goals and be responsible members of the society (mean=4.25), the principal plays his role of maintaining student discipline (mean=4.234), student are involved in school management through student bodies which helps avert any indiscipline cases (mean=4.219), student characters has improved in the last 3 years (mean=4.078), and that we have had cases of student strike(s) since delocalization started (mean=2.672). This depicts that the principals offer good management skills in order to have students with acceptable behavior. The findings agree with a study by Leithwood et al. (2024), strong school leadership significantly influences the school climate and student discipline, as effective principals establish clear expectations, maintain consistent discipline policies, and foster a supportive school culture. Similarly, Marzano, Waters, and McNulty (2023) emphasize that school leaders who demonstrate sound management skills contribute to improved

student behaviour by creating structured and predictable environments. Moreover, research by Gregory, Skiba, and Noguera (2020) indicates that leadership that is both instructional and relational leads to a more respectful and responsible student body.

4.5 Delocalization Policy on Principal Curriculum Supervision.

The second objective was to examine the effects of delocalization policy on principal curriculum supervision in secondary schools in Loitokitok Sub County. The respondents were requested to indicate the extent to which they agreed with statements on curriculum supervision and principals' performance. The findings are shown in table 4.7.

Table 4.7: Curriculum Supervision on Principals Performance

Statements	N	Mean	Std. Dev
Syllabus coverage has been done timely in the last 3years	64	3.906	0.526
Principal are Perfect in curriculum supervision	64	4.266	0.445
All teachers in this school have adequate experience on teaching integrated Curriculum	64	4.297	0.460
The principal is effective in setting the framework for teaching and learning, developing policies, and ensuring timely curriculum delivery.	64	4.094	0.526
I supervise all activities by teachers in teaching and learning, and give feedback to teachers	64	4.188	0.588
I have attended in-service courses on Curriculum implementation	64	4.344	0.479

From the findings, the respondents agreed that they have attended in-service courses on curriculum implementation (mean=4.344), followed by all teachers in this school have adequate experience on teaching integrated Curriculum (mean=4.297), principal are Perfect in curriculum supervision (mean=4.266), I supervise all activities by teachers

in teaching and learning, and give feedback to teachers (mean=4.188), the principal is effective in setting the framework for teaching and learning, developing policies, and ensuring timely curriculum delivery (mean=4.094), and that syllabus coverage has been done timely in the last 3years (mean=3.906). This depicts that the respondents have attended in-service courses on curriculum implementation. The findings agree with a study by Guskey, (2022) who emphasizes that in-service training plays a crucial role in equipping educators with practical skills and up-to-date knowledge required for effective curriculum implementation. Training enhances teacher confidence and improves instructional practices aligned with curriculum goals.

4.6 Delocalization Policy on Principal Infrastructure Development

The third objective was to establish the effects of delocalization policy on principal infrastructure development in secondary schools in Loitokitok Sub County. The respondents were requested to indicate the extent to which they agreed with statements on infrastructure development and principals' performance. The findings are shown in table 4.8.

Table 4.8: Infrastructure Development on Principals Performance

Statements	N	Mean	Std. Dev
The school has adequate facilities for effective learning delivery	64	4.109	0.645
I have initiated new projects for boasting learning	64	3.875	0.488
The schools have adequate educational facilities to help effective access to education	64	4.219	0.417
Students pay fees timely which boast the smooth school operations	64	4.266	0.445
Government financing is not adequate hence the schools is unable to procure all the necessary goods and services to meet their objectives	64	4.078	0.513
I am trained in financial management roles such as budgeting, accounting and internal audit	64	4.125	0.577

From the findings, the respondents agreed that students pay fees timely which boast the smooth school operations (mean=4.266), followed by the schools have adequate educational facilities to help effective access to education (mean=4.219), I am trained in financial management roles such as budgeting, accounting and internal audit (mean=4.125), the school has adequate facilities for effective learning delivery (mean=4.109), government financing is not adequate hence the schools is unable to procure all the necessary goods and services to meet their objectives (mean=4.078), and I have initiated new projects for boasting learning (mean=3.875). This depicts that students pay fees timely which boast the smooth school operations. Orodho, (2024) notes that timely financial contributions from parents and students help in maintaining school infrastructure, paying staff, and supporting learning activities in Kenyan schools.

4.7 Delocalization Policy on Principal Motivation Of Teachers

The fourth objective was to determine the effects of delocalization policy on principal motivation of teachers in secondary schools in Loitokitok Sub County. The respondents were requested to indicate the extent to which they agreed with statements on teacher motivation and principals' performance. The findings are shown in table 4.9.

Table 4.9: Teacher Motivation on Principals Performance

Statements	N	Mean	Std. Dev
Staff are recognized whenever they excel in their subjects	64	4.266	0.445
Teachers' Supervision is done regularly in this school	64	4.297	0.460
I recognize teachers' efforts by offering positive feedback, both publicly and privately	64	4.094	0.526
I involve teachers in decision making process in school which motivate them	64	4.188	0.588
I create a conducive working environment in the school	64	4.344	0.479
I use spoken words such as thank you as well as tangible rewards to motivate teachers	64	4.109	0.645
I use Weekly memos or emails and regular staff meetings to recognizing special contributions to teachers which motivate them	64	3.875	0.488

From the findings, the respondents agreed that they create a conducive working environment in the school (mean=4.344), followed by teachers' supervision is done regularly in this school (mean=4.297), staff are recognized whenever they excel in their subjects (mean=4.266), I involve teachers in decision making process in school which motivate them (mean=4.188), I use spoken words such as thank you as well as tangible rewards to motivate teachers (mean=4.109), I recognize teachers' efforts by offering positive feedback, both publicly and privately (mean=4.094), and that I use Weekly

memos or emails and regular staff meetings to recognizing special contributions to teachers which motivate them (mean=3.875). This depicts that the respondents create a conducive working environment in the school. The findings align with Leithwood and Jantzi (2023) indeed, research demonstrates that school leadership fostering collaborative environments and teacher voice cultivates trust, respect, and open communication. For instance, a rural China study shows how collaborative culture built through leadership significantly boosts teacher commitment, which mediates improved student achievement (Li, Zhu, & Li, 2022). Additionally, the principles of professional learning communities reliant on shared vision, joint reflection, and supportive leadership reduce teacher isolation and enhance commitment and student learning outcomes. Leadership models like transformational or distributed leadership further reinforce these conditions by encouraging participative decision-making and shared ownership among staff. Finally, empirical evidence suggests that supportive work environments, paired with autonomy and professional learning opportunities for teachers, significantly strengthen their commitment to the school mission.

4.8 Principals Performance School Academic Targets

The respondents were requested to indicate the extent to which they agreed with statements on principals' performance. The findings are shown in table 4.10.

Table 4.10: Principals Performance School Academic Targets

Statements	N	Mean	Std. Dev
This school has been registering an upward trend in KCSE performance for the last 3 years	64	4.266	0.445
The general performance of subjects has greatly declined	64	2.813	0.753
The school excellent Students Completion rates	64	4.063	0.560
Teachers are prompt in meeting set targets in the school	64	4.266	0.445
Most students meet the set targets and expectations in the school.	64	4.063	0.588

From the findings, the respondents agreed that the school has been registering an upward trend in KCSE performance for the last 3 years (mean=4.266), followed teachers are prompt in meeting set targets in the school (mean=4.266), the school excellent Students Completion rates (mean=4.063), most students meet the set targets and expectations in the school (mean=4.063), and that the general performance of subjects has greatly declined (mean=2.813). This depicts that the school has been registering an upward trend in KCSE performance for the last 3 years. The findings agree with a study by Wanjala, Simatwa, and Ayodo (2021) who stated that consistent academic improvement in national examinations is typically linked to enhanced curriculum implementation, regular performance monitoring, and teacher motivation. Similarly, a study by Orodho (2024) emphasizes that sustained academic progress in Kenyan secondary schools is often the result of strategic planning, adequate resource allocation, and collaborative efforts among stakeholders.

4.9 Correlation Analysis

The researcher performed a Pearson moment correlation on the study variable's association. The findings are shown in table 4.11.

Table 4.11: Correlation Analysis

		Student Discipline	Curriculum Supervision	Infrastructure Development	Teacher Motivation	Principal Performance
Student Discipline	Pearson	1	-0.082	0.156	0.044	0.118
	Correlation					
	Sig. (2-tailed)		0.521	0.218	0.73	0.352
	N	64	64	64	64	64
Curriculum supervision	Pearson	-0.082	1	0.008	.739**	0.095
	Correlation					
	Sig. (2-tailed)	0.521		0.948	0	0.457
	N	64	64	64	64	64
Infrastructure development	Pearson	0.156	0.008	1	.544**	-0.1
	Correlation					
	Sig. (2-tailed)	0.218	0.948		0	0.432
	N	64	64	64	64	64
Teacher motivation	Pearson	0.044	.739**	.544**	1	-0.21
	Correlation					
	Sig. (2-tailed)	0.73	0	0		0.096
	N	64	64	64	64	64
Principal performance	Pearson	0.118	0.095	-0.1	-0.21	1
	Correlation					
	Sig. (2-tailed)	0.352	0.457	0.432	0.096	
	N	64	64	64	64	64

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

From the findings, student discipline shows no significant relationship with the other variables, including principal performance ($r = 0.118$, $p = 0.352$). This suggests that discipline might be influenced by other factors not captured in this model. As Bear (2020) argues, student behavior is often more strongly influenced by home environments, peer dynamics, and individual psychological attributes than by school-level policies or leadership alone. Similarly, Skiba and Losen (2022) emphasize that student discipline outcomes are multifactorial, and while school leadership can influence climate and expectations, it may not directly control student behavior.

Curriculum supervision is strongly and significantly related to teacher motivation ($r = 0.739$, $p = 0.000^{**}$), suggesting that better curriculum oversight might lead to more motivated teachers. This finding is consistent with prior research. According to Wanzare (2022), effective instructional supervision not only enhances teaching quality but also boosts teacher confidence and satisfaction by providing clarity, guidance, and professional support. Similarly, Oyewole and Adetoro (2022) assert that curriculum supervision enhances teachers' pedagogical strategies, which positively affects their motivation and commitment to instructional delivery.

However, it does not significantly relate to principal performance. Infrastructure development has a significant relationship with teacher motivation (0.544 , $p = 0.000^{**}$), implying that improved school facilities may boost morale. This finding aligns with Earthman (2002), who emphasizes that the quality of school facilities is a major predictor of teacher job satisfaction and retention. Chinyere and Oluremi (2014) also found that adequate infrastructure contributes to a conducive teaching and learning environment, thereby increasing teacher motivation. However, it doesn't directly impact principal performance. There is a negative trend between teacher motivation and principal performance, but it is not statistically significant. This unexpected result may warrant further investigation it could suggest dissatisfaction with leadership styles or other contextual factors. These findings suggest that teacher motivation is significantly influenced by both curriculum supervision and infrastructure. According to Leithwood et al. (2008), effective school leadership is less about tangible inputs and more about the ability to mobilize people and processes toward achieving educational goals.

However, principal performance is not significantly correlated with any of the four variables, which may indicate that other unmeasured factors influence principal

performance, or the measurement of performance may need refinement. According to Bear (2020), student discipline is often shaped more by home environment, peer influence, and individual student characteristics than by direct school-level interventions. Skiba and Losen (2022) found that discipline outcomes are multifactorial, and while leadership can set the tone.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of findings, conclusion and recommendations on effects of delocalization policy on Principal's performance in Secondary Schools in Loitokitok Sub-County, Kajiado County, Kenya.

5.2 Summary of Findings

The study found majority of the respondents were from mixed schools. This distribution suggests that most feedback on principal performance reflects experiences in mixed school settings. The study also found that there was a slightly higher representation of male respondents compared to female respondents. Further the study found that majority of respondents have over 6 years of experience, suggesting a well-experienced group of professionals and that majority of the respondents had degree as their highest level of education.

The study found that the principals offer good management skills in order to have students with acceptable behavior and that the respondents have attended in-service courses on curriculum implementation. The study found that students pay fees timely which boast the smooth school operations and that the respondents create a conducive working environment in the school. The study found that the school has been registering an upward trend in KCSE performance for the last 3 years.

The study found that teacher motivation is significantly influenced by both curriculum supervision and infrastructure. However, principal performance is not significantly correlated with any of the four variables, which may indicate that other unmeasured

factors influence principal performance, or the measurement of performance may need refinement.

5.3 Conclusion of the Study

The study concluded that the principals offer good management skills in order to have students with acceptable behavior and that the respondents have attended in-service courses on curriculum implementation. The study concluded that students pay fees timely which boast the smooth school operations and that the respondents create a conducive working environment in the school. The study concluded that the school has been registering an upward trend in KCSE performance for the last 3 years. The study concluded that teacher motivation is significantly influenced by both curriculum supervision and infrastructure. However, principal performance is not significantly correlated with any of the four variables, which may indicate that other unmeasured factors influence principal performance, or the measurement of performance may need refinement.

5.4 Recommendations of the Study

From the findings the following recommendations were made:

1. With regard to objective one, since principals demonstrated good management skills that promote acceptable student behavior, education stakeholders should invest in continuous leadership training and mentorship programs for school heads. The Teachers Service Commission (TSC) and Boards of Management (BoM) should recognize and reward effective principals through performance-based incentives to sustain high standards of discipline management.

Additionally, regular forums for sharing best practices in student discipline should be organized to promote consistency across schools.

2. Regarding objective two, given the positive impact of in-service training on curriculum implementation, the Ministry of Education and TSC should organize regular professional development workshops targeting curriculum supervision, assessment techniques, and modern pedagogical practices. Principals should also be equipped with ICT integration skills to enhance digital learning supervision and ensure curriculum coverage aligns with national education standards.
3. On objective three, since timely fee payments support smooth school operations and infrastructure growth, schools should strengthen financial transparency and accountability mechanisms. Principals should foster stronger parent-school partnerships through regular communication and introduce flexible fee payment plans to sustain development projects. Furthermore, stakeholders should prioritize resource mobilization strategies, including alumni involvement and partnerships with non-governmental organizations, to support infrastructure expansion.
4. On objective four, given the existence of a generally conducive working environment, schools should continue enhancing staff welfare by providing inclusive, safe, and adequately equipped workspaces. School leaders should adopt participatory decision-making, promote teamwork, and implement staff recognition programs to boost morale and commitment. The Ministry of Education should also design incentive schemes such as housing allowances or

transfer hardship compensation for delocalized principals and teachers to sustain motivation.

5. With improved KCSE performance noted in the study, schools should identify and scale up best practices that contribute to academic success. Stakeholders are encouraged to invest in academic support programs such as remedial teaching, peer mentoring, and exam preparedness initiatives to further enhance student outcomes.

5.5 Recommendations for Further Research

While this study provides valuable insights into the influence of the delocalization policy on principal performance in Loitoktok Sub- County, several areas remain unexplored or warrant deeper investigation. Future research could consider the following: A comparative study across multiple counties in Kenya would provide a broader understanding of how contextual factors such as culture, infrastructure, and community support impact the effectiveness of delocalized principals. Future research should explore the perspectives of teachers, students, and parents on how delocalized principals affect school operations, discipline, academic performance, and stakeholder engagement.

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APPENDICES

Appendix I: Questionnaire for the Teachers

Questionnaire Cover Letter

Machakos University

Department of Education Management and Curriculum Studies

P.O. Box 136 – 90100, Machakos, Kenya

Dear Respondent,

RE: REQUEST TO PARTICIPATE IN A RESEARCH STUDY

I am a Master's student at Machakos University, pursuing a degree in Education Management and Curriculum Studies. As part of the course requirements, I am conducting a research study titled: "The Effects of Delocalization Policy on Principals' Performance in Secondary Schools: A Case Study of Loitokitok Sub-County, Kajiado County, Kenya." The purpose of this study is to examine how the Teachers Service Commission's delocalization policy affects principals' administrative performance, leadership effectiveness, and overall school outcomes. It is anticipated that the views you provide will not only contribute to improving school performance but also assist policymakers and education stakeholders in enhancing educational standards in the country.

You have been selected to participate in this study because your views and experiences are considered valuable to the success of this research. Kindly take a few minutes to complete the attached questionnaire as honestly and accurately as possible. The information you provide will be treated with the utmost confidentiality and will be used strictly for academic purposes. Please do not write your name or any identifying details on the questionnaire. Your cooperation and contribution to this study are highly appreciated.

Yours faithfully,

Joseph Mutia Musyoka

Master's Student, Machakos University

Mobile: 0710 386 081

Teachers' Questionnaire

The purpose of this questionnaire is to solicit information on: *The effects of delocalization policy on principal's performance in secondary schools. A case study of Loitokitok Sub County in Kajiado County*. The information that you provide will be treated with utmost confidence. Please respond by ticking (✓) in the boxes or by writing a brief statement where applicable.

Section A: Background Information

1. Tick the appropriate school category

1) Girls school ☐ 2) Boys school ☐ 3) Mixed school ☐

2. Indicate your gender:

1) Male ☐ 2) Female ☐

3. Duration of service in the current position.

1) Less than a year ☐ 2) 1-5 Years ☐ 3) 6-10 year ☐ 4) ☐
Above 10yrs

4. What is your Highest Academic Qualification?

1) Diploma ☐ 2) Degree ☐ 3) Masters ☐ 4) PhD ☐
5) Others (specify) _____

Section B:

5. To what extent would you agree or disagree with the following statement as relates to implementation of delocalization policy and Principals' performance in this secondary schools? {Rate them as shown; (**SD=Strongly Disagree, D=disagree, N=Neutral, A=disagree, SA=Strongly Agree**).

Statements	SD	D	N	A	SA
	1	2	3	4	5
Student Discipline					
We have had cases of student strike(s) since delocalization started.					
Student Characters has improved in the last 3 years					
The principals offer good management skills in order to have students with acceptable behavior					
The Principal plays his role of maintaining student discipline					
The principal motivates students to set goals and be responsible members of the society					
Student are involved in school management through student bodies which helps avert any indiscipline cases					
Curriculum Implementation					
Syllabus coverage has been done timely in the last 3years					
Principal are Perfect in curriculum supervision					
All teachers in this school have adequate experience on teaching integrated Curriculum					

The Principal is effective in setting the framework for teaching and learning, developing policies, and ensuring timely curriculum delivery.					
principal supervises all activities by teachers in teaching and learning, and give feedback to teachers					
Principal have attended in-service courses on Curriculum implementation					
Infrastructure Development					
The school has Adequate facilities for effective learning delivery					
The principal has initiated New projects for boasting learning					
The schools has adequate educational facilities to help effective access to education					
Students pay fees timely which boast the smooth school operations					
Government financing are not adequate hence the schools is unable to procure all the necessary goods and services to meet their objectives					
The principal is effective in financial management roles such as budgeting, accounting and internal auditing					

Teacher Motivation					
Staff recognized whenever they excel in their subjects					
The principal is effective in Teachers Supervision and implementation					
Head teachers recognize teachers' efforts by offering positive feedback, both publicly and privately					
The principal involves teachers in decision making process in school which motivate them					
The principal creates a conducive working environment in the school					
Principals use spoken words such as thank you as well as tangible rewards to motivate teachers					
Headteachers use Weekly memos or emails and regular staff meetings to recognizing special contributions to teachers which motivate them					
Intervening variable					
The Religious beliefs influence principals performance in this school					
The cultural aspects plays a key role in the management of this school					

Section C: Principals Performance

6. To what extent would you agree or disagree with the following statement as relates to delocalization and Principals' performance in this secondary schools? {Rate them as shown; (SD=Strongly Disagree, D=disagree, N=Neutral, A=disagree, SA=Strongly Agree).

Statements	SD 1	D 2	N 3	A 4	SA 5
This school has been registering an upward trend in KCSE performance for the last 3 years					
The general performance of subjects has greatly declined					
We have excellent Students Completion rates in this school					
Teachers are prompt in meeting set targets in the school					
Most students meet the set targets and expectations in the school					

7. Apart from the issues discussed in the questions above, what other delocalization issues affect principal's performance in this secondary schools?

.....

.....

8. What recommendations would you make that would help in enhancing effective principals performance in Schools in Kenya?

.....

.....

THANK YOU FOR YOUR RESPONSES

Appendix II: Questionnaire for Principals

The purpose of this questionnaire is to solicit information on: *The effects of delocalization policy on principal's performance in secondary schools. A case study of Loitokitok Sub-County in Kajiado County*. The information that you provide will be treated with utmost confidence. Please respond by ticking (✓) in the boxes or by writing a brief statement where applicable.

Section A: Background Information

1. Tick the appropriate school category

1) Girls school ☐ 2) Boys school ☐ 3) Mixed school ☐

2. Indicate your gender:

1) Male ☐

2) Female ☐

3. Duration of service in the current position.

1) Less than a year ☐ 2) 1-5 Years ☐ 3) 6-10 years ☐ 4) ☐

Above 10yrs

4. What is your Highest Academic Qualification?

1) Diploma ☐ 2) Degree ☐ 3) Masters ☐ 4) PhD ☐

5) Others (specify) _____

Section B:

5. To what extent would you agree or disagree with the following statement as relates to implementation of delocalization policy and your performance as a principal in this secondary schools? {Rate them as shown; (SD=Strongly Disagree, D=disagree, N=Neutral, A=Agree, SA=Strongly Agree).

Statements	SD 1	D 2	N 3	A 4	SA 5
Student Discipline					
We have had cases of student strike(s) since delocalization started					
Student Characters has improved in the last 3 years					
The principals offer good management skills in order to have students with acceptable behavior					
The Principal plays his role of maintaining student discipline					
The principal motivates students to set goals and be responsible members of the society					
Student are involved in school management through student bodies which helps avert any indiscipline cases					
Curriculum Implementation					
Syllabus coverage has been done timely in the last 3years					
Principal are Perfect in curriculum supervision					
All teachers in this school have adequate experience on teaching integrated Curriculum					

The Principal is effective in setting the framework for teaching and learning, developing policies, and ensuring timely curriculum delivery.					
I supervise all activities by teachers in teaching and learning, and give feedback to teachers					
I have attended in-service courses on Curriculum implementation					
Infrastructure Development					
The school has Adequate facilities for effective learning delivery					
I have initiated New projects for boosting learning					
The schools has adequate educational facilities to help effective access to education					
Students pay fees timely which boast the smooth school operations					
Government financing are not adequate hence the schools is unable to procure all the necessary goods and services to meet their objectives					
I am trained in financial management roles such as budgeting, accounting and internal audit					
Teacher Motivation					
Staff are recognized whenever they excel in their subjects					
Teachers' Supervision is done regularly in this school					
I recognize teachers' efforts by offering positive feedback, both publicly and privately					

I involves teachers in decision making process in school which motivate them					
I creates a conducive working environment in the school					
I use spoken words such as thank you as well as tangible rewards to motivate teachers					
I use Weekly memos or emails and regular staff meetings to recognizing special contributions to teachers which motivate them					
Intervening variable					
The Religious beliefs influence my performance in this school					
The cultural aspects plays a key role in the management of this school					

Section C: Principals Performance

6. To what extent would you agree or disagree with the following statement as relates to Your Performance as the Principals in this school after delocalization? {Rate them as shown; (SD=Strongly Disagree, D=disagree, N=Neutral, A=disagree, SA=Strongly Agree).

Statements	SD	D	N	A	SA
	1	2	3	4	5
This school has been registering an upward trends in KCSE performance for the last 3 years					
The general performance of subjects has greatly declined					

The school excellent Students Completion rates					
Teachers are prompt in meeting set targets in the school					
Most students meet the set targets and expectations in the school.					

7. Apart from the issues discussed in the questions above, what other delocalization issues affect you as a Principal in boasting students' performance in this secondary school?

.....

.....

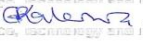
8. What recommendations would you make that would help in enhancing effective principals performance in secondary Schools in Kenya?

.....

.....

THANK YOU FOR YOUR RESPONSES

Appendix III: Nacosti Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 478003	Date of Issue: 15/May/2025
RESEARCH LICENSE	
	
This is to Certify that Mr. Joseph Mutia Musyoka of Machakos University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kajiado on the topic: DELOCALIZATION POLICY AND THE PRINCIPAL'S PERFORMANCE IN SECONDARY SCHOOLS: A CASE STUDY OF LOITOKTOK SUB-COUNTY IN KAJIADO COUNTY, KENYA for the period ending : 15/May/2026.	
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