

**INFLUENCE OF PRINCIPALS' TEACHER MANAGEMENT STRATEGIES ON
STUDENTS' ACADEMIC ACHIEVEMENTS IN PUBLIC SECONDARY SCHOOLS IN
KILIFI SOUTH SUB-COUNTY, KENYA**

KILWAKE NEKESA EVERLYNE

CMLA1604

**A Thesis Submitted in Partial Fulfillment of the Requirement for the Award of the Degree
of Master of Education in Leadership and Administration**

SCHOOL OF EDUCATION

TANGAZA UNIVERSITY COLLEGE

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

NAIROBI - KENYA

SEPTEMBER 2023

DECLARATION

I, the undersigned, declare that this thesis is my original work and has never been presented for any degree in any other university.

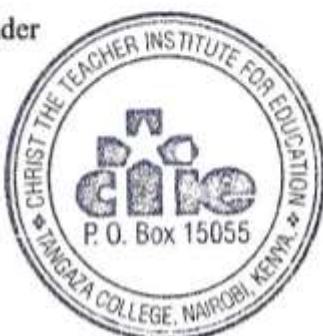
Signature Kilwake Nekesa Everlyne
Kilwake Nekesa Everlyne
CMLA1604

Date 15th September 2023

This research thesis has been submitted for examination with our approval as the University College Supervisors.

Signature Sr. Dr. Kinikonda Okemasisi
Sr. Dr. Kinikonda Okemasisi
Lecturer and M.Ed. Program Leader
Tangaza University College

Date 18/9/2023



Signature Sr. Dr. Margaret Aringo
Sr. Dr. Margaret Aringo
Lecturer School of Education
Tangaza University College

Date 19/9/2023

ACKNOWLEDGEMENTS

I give glory to the Almighty God for the gift of life and good health and for giving me the courage to pursue this program to the end. I wish to convey my sincere gratitude to my supervisors, Sr. Dr. Kinikonda Okemasisi, as my first supervisor, and Sr. Dr. Margaret Aringo, as my second supervisor. I thank them for their expert advice and their intellectual and supervisory work throughout my thesis writing.

I am also grateful to Prof. Br. Paulos Welday, Dean School of Education Tangaza University College, for his encouragement throughout my academic journey. I further extend my gratitude to my family members and friends for their support in different ways throughout my studies. I wish to extend my sincere and heartfelt gratitude to all the lecturers and administrators of Tangaza University College School of Education and my classmates for their unwavering encouragement and insightful discussions, without which the completion of this study would not have been possible.

ABSTRACT

Effective management of teachers in a school system plays a vital role in facilitating students' academic achievements as they prepare for life opportunities. This study investigated the influence of the principals' teacher management strategies on the students' academic achievement in public secondary schools in Kilifi South Sub-County, Kenya. The specific objectives were, to evaluate whether the provision of incentives to teachers by principals influences students' academic achievements, to find out the extent to which principal's promotion of teamwork among teachers influences students' academic achievements, to determine whether principals' support to teachers professional development influences students' academic achievements and fourthly, to establish whether principals' way of monitoring the teachers' syllabus coverage influences students' academic achievements in public secondary schools in Kilifi South Sub-County. The study was guided by Total Quality Management theory which was supplemented by the Reinforcement theory. The study employed the convergent parallel mixed method. The target population for the study was composed of ten public secondary schools, form three and four students. One Quality Assurance and Standards Officer, and one Teacher Service Commission Sub County Director in Kilifi South Sub-County. Purposive sampling was used to select ten principals and one Quality Assurance Officer. Stratified Sampling Method was used to select 90 out of 115 teachers, Proportionate sampling was employed to select 306 out of 1300 students. Reliability of the instruments was tested using the test-retest technique where the scores for teachers were 0.817 while the scores students were 0. 774. Quantitative data was analyzed using the Statistical Package for Social Science Software Version 23. Descriptive statistics such as frequencies and percentages were used to present quantitative data. Qualitative data was arranged into themes and reported in the form of narratives and direct quotations. The study findings showed that teachers are given paid leave, over time bonuses, and gifts as incentives to improve their performance, however they are not given opportunities for professional development as an incentive. The study also revealed that principals do not really support teamwork and also do not allow teachers to participate in decisions making. The study found out that the principals do not encourage teachers' professional development, they do not allow them to attend seminars, workshops and refresher courses. On the fourth objective, the study established that most teachers had a negative attitude towards principals monitoring teachers on syllabuses coverage. The study recommended the need to improve education policies, and that a similar study should be carried out in other sub-counties in Kenya.

TABLE OF CONTENTS

DECLARATIONS	i
ACKNOWLEDGEMENTS	ii
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	viii
LIST OF FIGURES	ix
ABBREVIATIONS AND ACRONYMS	x
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	6
1.3. General Objectives of the Study	7
1.3.1 Specific Objectives of the Study	7
1.4 Research Questions	8
1.5 Purpose of the Study	8
1.6 Significance of the Study	9
1.7 The Scope and Delimitations of the Study	10
1.8 Theoretical Framework.....	10
1.8.1 Total Quality Management Theory.....	11
1.8.2 Application of Total Quality Management Theory	12
1.8.3 Strengths and Weaknesses of Total Quality Management Theory	13
1.8.4 Reinforcement Theory	14
1.8.5 Strength and Weaknesses of Reinforcement Theory	15
1.9 Conceptual Framework.....	16

CHAPTER TWO	20
LITERATURE REVIEW	20
2.1 Introduction.....	20
2.2. Principals' Teacher Incentives Strategy and Students' Academic Achievement	20
2.3 Principals' Teacher Teamwork Strategy and Students' Academic achievements	23
2.4 Principals' Teacher Professional Development Strategy and Students' Academic Achievements.....	27
2.5 Principals' Teacher Monitoring on Syllabus Coverage and Students' Academic Achievements.....	31
2.6 Research Gap	35
CHAPTER THREE.....	36
RESEARCH DESIGN AND METHODOLOGY	36
3.1 Introduction.....	36
3.2 Research Design.....	36
3.3 Location of the Study	37
3.4 Target Population.....	37
3.5 Sample and Sampling Procedures.....	38
3.5.1. Purposive Sampling Method	38
3.5.2. Stratified Sampling Method.	39
3.5.3. Proportionate Sampling Method	40
3.6 Description of Research Instruments	42
3.6.1 Questionnaire for Teachers	42
3.6.2 Questionnaire for Students.....	43
3.6.3 Semi-structured Interview Guides for the School Principals.....	43
3.6.4 Interview guide for the QASO and TSC Sub-County Director	43
3.6.5 Document Analysis Guide	43

3.6.6 Validity of the Study Instruments	44
3.6.7 Pilot Testing of the Study Instruments.....	44
3.6.8 Reliability of the Study Instruments	45
3.7 Data Collection Procedures.....	46
3.7.1 Description of Data Analysis Procedures	46
3.8 Ethical Considerations	48
CHAPTER FOUR.....	50
PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS	50
4.1 Introduction.....	50
4.2. The Response Rate of the Participants.....	50
4.3. Demographic Information of the Study Participants	51
4.3.1 Analysis of the Gender of the Respondents	51
4.3.2 Distribution of the Principals and Teachers by Age	53
4.3.3 Distribution of the Principals and Teachers According to Academic Qualifications	54
4.3.4 Distribution of Teachers by Years of Experience.....	55
4.3.5 Distribution of the Principals by Years of Experience	56
4.4 Principals' Teacher Incentives Strategy and Students' Academic Achievements.....	58
4.5 Principals' Teacher Teamwork Strategy and Students' Academic Achievements.....	63
4.6 Principals' Teacher Professional Development Strategy and Students' Academic Achievements.....	69
4.7 Principals' Teacher Monitoring of Syllabus Coverage Strategy and Students' Academic Achievements.....	74
4.8 Correlation Analysis Results of Principals' Teacher ManagementStrategies.....	73
4.9 Findings and Interpretation on Document Analysis.....	74

CHAPTER FIVE	84
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	84
5.1 Introduction.....	84
5.2 Summary of the Study	84
5.3 Conclusions of the Study	86
5.4 Recommendations.....	88
5.5 Suggestions for Further Research	89
REFERENCES.....	90
APPENDICES.....	100
APPENDIX I: QUESTIONNAIRE COVER LETTER.....	100
APPENDIX 2: CONSENT FORM.....	101
APPENDIX 3: QUESTIONNAIRE FOR TEACHERS	102
APPENDIX 4: QUESTIONNAIRE FOR STUDENTS	107
APPENDIX 5: INTERVIEW GUIDE FOR PRINCIPALS	109
APPENDIX 6: INTERVIEW GUIDE FOR TSC SUB-COUNTY DIRECTOR	110
APPENDIX 7: INTERVIEW GUIDE FOR QUALITY ASSURANCE AND STANDARD OFFICER.....	111
APPENDIX 8: PILOT STUDY RESULTS.....	113
APPENDIX 9: MAP OF KILIFI SOUTH SUB-COUNTY	115
APPENDIX 10: RESEARCH AUTHORIZATION LETTER	116
APPENDIX 11: NACOSTI RESEARCH PERMIT	117
APPENDIX 12: TURN IT IN ORIGINALITY REPORT	118

LIST OF TABLES

Table 1.1: Sample, Sampling Techniques and Sample Size	41
Table 4.1: The Response Rate of the Study Participants	50
Table 4.2: Distribution of Respondents by Gender	52
Table 4.3: Distribution of the Study Participants by Age	53
Table 4.4: Principal-Teacher Incentives and Students' Academic Achievemnets	58
Table 4.5: Principal-Teacher Teamwork and Students' Academic Achievements	64
Table 4.6: Teacher Professional Development and Students' Academic Achievements	70
Table 4.7: Principals' Monitoring of Teachers and Students' Academic Achievements	75
Table 4.8: Correlation Analysis Results of Principals' Teacher Mangement Strategies	79
Table 4.9: Correlation Analysis Results in terms of KCSE Grades	81
Table 4.10: Correlation Analysis Results in Terms of Summative Assessment	82

LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study	16
Figure 4.1: Principals and Teachers' Level of Academic Qualifications	54
Figure 4.2: Distribution of Teachers by Years of Work Experience	55
Figure 4.3: Distribution of the Principals by Years of Work Experience.....	57

ABBREVIATIONS AND ACRONYMS

CBC	Competency Based Curriculum
GOK	Government of Kenya
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
MOE	Ministry of Education
QASO	Quality Assurance and Standards Officer
TQM	Total Quality Management
TSC	Teacher Service Commission
SPSS	Statistical Package of Social Sciences
USA	United States of America

/

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Management of employees is an important aspect in the running of any institution. Employee management also called personnel management consists of all the activities undertaken by an enterprise to ensure that there is effective utilization of employees towards the attainment of individual, group and organizational goals (Taslim, 2017). Jucius (2017) describes personnel management as the field of management concerned with planning, organizing and controlling various operative activities of procuring, developing, maintaining and utilizing labor force in order to attain individual and organizational goals and objectives. Prachi (2015) looked at personnel management in terms of staff development and remuneration (incentives).

The earliest roots of personnel management can be traced back to the eighteenth century by Robert Owen, a successful textile manufacturer in Scotland who is regarded as the father of personnel management (Chandrasekhar, 2007). Owen believed that the volume and the quality of a worker's output was not influenced by the change in physical environment but the belief of employees that they are valued, taken care of and that someone is concerned about their workplace. Armstrong (2020) asserted that human resources are valuable and when they are helped to take satisfaction in their work, they act flexibly in the interests of the organization. Fariha (2015) contended that Fredrick Tayler, the father of scientific management, initiated time and motion study to identify time wasters and unnecessary movements at work place, which reduced worker's productivity.

Taylor was concerned with the application of scientific methods and techniques in production. Taylor also noted that before the scientific management, workers were managed using the rule of thumb which involved application of methods decided by the managers based on their own past experiences. The approaches were untested and unscientific hence they did not guarantee specific results.

Globally, the concept of human resource management has been used in different sectors across including the education sector. For example, Omebe (2014) and Tanjung (2020) noted that for educational objectives to be achieved, school principals must apply effective personnel management. Wohlstetter (1994) established that for school management to work in the United States of America, people at the school site must have authority over budget, personnel, and curriculum development. The school principals must be able to help improve school academic performance by introducing management strategies such as teamwork and monitoring of teacher's activities that impact teaching and learning.

On international level, a related study in Greece by Alexopoulos (2019) discovered that the way school principals manage the teachers is important since it determines the academic achievement of the students in a school. This is because teachers are strategic assets that facilitate acquisition of the expected knowledge, competencies and skills among students (Izuagba, 2017). A study by Cisse (2009) in Japan, discovered that management of teachers in terms of teamwork and teacher monitoring were ineffective in influencing classroom instruction and the academic performance of students. Cisse also discovered that there were a number of ineffective school principals with limited administrative skills especially in monitoring teachers' delivery of the curriculum which affected students' academic Achievements.

In Ethiopia Hadiso (2018) found out that teacher management strategies were ineffective and could not promote high academic achievements. Aslanargun (2015) affirms that the school principals need to be fair, respectful and concerned with issues involving teachers and students in order to improve school performance. Aslanargun's argument has further been supported by a study done in Nigeria by Hamza, Lucky and Joarder (2014) who revealed that for improved teachers' job performance, there is a need for effective teacher management strategies by principals. In Tanzania school principals have given considerable effort to proper management of their teachers. However, the focus has been on teacher development with limited concern to other aspects such as teacher incentive, development of teamwork and teacher monitoring in terms of syllabus coverage which has hindered academic achievement of students (Jengo, 2016).

When it comes to Kenya, Shete (2015) argued that there have been many reforms in the management and governance of teachers since the pre- independence period. These reforms have been informed by various sessional papers and reports of different commissions of inquiry in the ministry of education. (MOE). For instance, sessional paper no. 1 of 2019 emphasized reforming secondary education curriculum and provision of quality and relevant education which demands new approaches for teacher management (Republic of Kenya, 2019). Research by Kamau (2017) on free day secondary schooling in Kenya revealed that the introduction of Free Day Secondary (FDS) education in Kenya public secondary schools has escalated students' enrolment, hence hiring of more teachers, which has increased principal's responsibilities which has in turn demanded new management strategies.

A report by Teacher Service Commission (2018) in Kenya, pointed out challenges with the management of teachers. For instance, the report noted that school principals are not adequately equipped with teacher management skills and this has affected academic achievement in most

schools, both primary and secondary schools in the country. Mugambi and Ochieng (2016) added that TSC is centralized in Nairobi and, although it has officers spread throughout the 47 Counties of Kenya, it cannot stretch itself to manage the professional welfare of all teachers in all schools in Kenya. As a result, the author argues that the commission relies on principals to manage teachers in their schools which is challenging in terms of administrative and management of teachers' professional welfare. For instance, the author noted that principals have to ensure that recruitment especially for the teachers on the board of management has to be done, salaries are paid especially for those employed by the school board of management, and that other social welfare for teachers are well taken care of. All these seem to be overwhelming responsibilities on the principals' shoulders, who are also expected to facilitate learning in the classrooms. In addition, Mburu (2016) suggested that school principals must ensure that curriculum implementation in schools is up to date and strictly followed through effective teacher supervision and monitoring if better performance of students is to be realized.

In the same line of argument, Murithi (2015) argued that schools can make a difference to students' academic achievement through the principals' managerial roles such as staff monitoring on syllabus coverage and motivation of teachers. Mabatuk (2016) argued that motivation of teachers is one of the principals' management roles that enhance learners' academic achievement. The scholar discovered that poor performance in public secondary schools in Kenya is associated with poor management of teachers. This study by Mabatuk emphasized the need for quality resource management and in particular the management of teachers since this would enhance students' academic achievement.

Ndungu (2018) did a study in Kilifi County and established that the role of school principals is to inspire and motivate teachers to achieve high academic achievements of students.

The study further revealed that principals in public secondary schools use democratic and transformational leadership traits in their bid to manage the teachers, and this does not go down well with them, other strategies have to be deployed for it to work well. However, the author also noted that principals work without proper work schedules and this greatly affects the effective management of teachers, which translates to negative results on those dependent on them.

A study by Changawa (2019) found out that in 2018, no grade A was registered in the KCSE examination in Kilifi County as a whole. In 2019 and 2020, the County continued to decline in performance in KCSE (Hassan, 2021). In the year 2021, Katana (2022) established that the average performance in the area in KCSE was an aggregate grade of C- which is a low grade, as compared to academic performance in other secondary schools.

A research carried out by Gari, (2021) in Kilifi County sought to establish how the education system is managed in the area. In this study, Gari was determined to find out the causes of considerable below average academic performance in the Kenya Certificate of Secondary Education (KCSE) exams in the region. The findings, of Gari's study were presented to the parliamentary committee of education, where it was established that dismal performance of students was associated with limited infrastructures such as classrooms and the less number of teachers deployed to the area by the Teachers Service Commission. It also established that there was laxity on the follow up on the progress of students' academic performance. However, this study by Gari (2021) and other researchers did not demonstrate whether teacher management strategies, such as (teacher incentives, teamwork, professional development, teacher monitoring) used by the principals was a contributory factor to the dismal performance of students in public secondary schools in the area. In addition, there was limited literature on how principals' management strategies of teachers' influence students' academic achievement in public Secondary

Schools in Kilifi County as a whole, hence the need for the current study that sought to find out how principals' management strategies on teachers' influences students' academic achievement in public secondary schools in Kilifi South Sub-County.

1.2 Statement of the Problem

Kilifi County in general is one of the counties that have consistently reported low student academic performance in the KCSE in a long time. Kilifi South Sub-County specifically, has over the years registered a decline in academic performance in the KCSE. The studies of Changawa (2019) and (Hassan, 2021) revealed that in 2018, 2019 and 2020, there was not even one student who obtained a grade "A" in KCSE from the region. However in 2021, the average academic performance was a C- in the KCSE (Katana, 2022). This data was obtained from education records at the Education County office headquarters in Kilifi town, this indicates that no students makes it to university from this sub county, since an aggregate grade of a C+ and above is required for university entry.

Further still, Kilifi South Sub-County has inadequate learning facilities and limited human resource personnel working in public secondary schools. The Sub-County is also over reliant on non-governmental organizations which provide rations, for schooling that makes them reluctant in seeking education on their own, once the non- governmental organizations' contract ends and they have to leaves the region, this eventually affects the education operations as well as the final academic achievement of students in the area.

In response to deteriorating academic performance of students, the government made an effort to increase the number of teachers in public schools as well as improving infrastructure by building more classrooms, laboratories, libraries and dormitories in some of the schools though not all, but regardless of all these, the academic performance of students in KCSE in Kilifi South Sub-County

has continued to deteriorate. Every time whenever the KCSE results are released country wide, Kilifi South Sub-County academic performance is always on the decline trend. Literature provides scanty information with no concrete research on the modalities on how to improve or tackle the poor student academic achievements that bedevils the Sub-County. Despite the role of school principals in managing teachers and their instructional practices there is need to investigate the influence of principals' teacher management strategies on students' academic achievements in public secondary schools in Kilifi South Sub-County. A clear gap exists in understanding of how the implementation of these strategies by principals positively or negatively influences students' outcomes. This study therefore sought to assess whether principals' teacher management strategies particularly the provision of incentives to teacher, promotion of teamwork among the teachers, support professional development of teachers, and monitoring of teachers' syllabus coverage in public secondary schools in Kilifi South Sub-County have any connection to the academic achievements of students in public secondary schools in the region.

1.3. General Objectives of the Study

The main objective of the study was to find out the influence of principals' teacher management strategies on the academic achievements of students in public secondary schools in Kilifi South Sub-County.

1.3.1 Specific Objectives of the Study

The current study was guided by the following objectives:

1. To evaluate whether principals' provision of incentives to teachers as a management strategy has influence on students' academic achievements in public secondary schools in Kilifi South Sub-County.

2. To demonstrate the extent to which principals' management strategy to promote teamwork among teachers influences students' academic achievements in public secondary schools in Kilifi South Sub-County.
3. To determine whether the principals' management strategy of support to teachers' professional development influences students' achievements in public secondary schools in Kilifi South Sub-County.
4. To establish whether principals' management strategy of monitoring of teachers' syllabus coverage influences students' academic achievements in public secondary schools in Kilifi South Sub-County.

1.4 Research Questions

1. How does the principals' provision of incentives to teachers as a management strategy influence students' academic achievements in public secondary schools in Kilifi South Sub-County?
2. To what extent does the promotion of teacher teamwork as a management strategy used by the principals influence students' academic achievements in public secondary schools in Kilifi South Sub-County?
3. How does the principals' management strategy of support to teachers' professional development influence the academic achievements of students in public secondary schools in Kilifi South Sub-County?
4. How does the principals' management strategy of monitoring of teachers' syllabus coverage influence students' academic achievements in public secondary schools in Kilifi South Sub-County?

1.5. Purpose of the Study

The purpose of the study was to investigate the influence of principals' teacher management strategies on students' academic achievements in public secondary schools in Kilifi South Sub-County.

1.6 Significance of the Study

The findings of this study will provide information to the Ministry of Education regarding the need to improve teacher management strategies in public schools: It will enable the government and other policy makers to enrich the current policies and device ways of improving students' academic outcomes through enforcement of better principals' teacher management strategies.

Secondary School principals will benefit from the findings of this study by improving their teacher management strategies for the sake of influencing the students' academic achievements. Teachers will also benefit a great deal from this study since the principals are at all times devising ways of motivating them in their instructional, teaching and learning activities. Further, the study findings will benefit students as they are at the core of the study, all principals and teachers' activities revolves around students' academic achievements in public secondary schools in Kilifi South Sub-County. Improved students' academic achievements, consequently will benefit the parents and the community at large through quality education of their children. As the county has been lagging behind in KCSE performance compared to other regions, this study will most probably provide principals with viable management strategies to be adopted by secondary school principals in order to improve students' academic achievements in the County as a whole. The researcher will also benefit from the knowledge explored on principals' management strategies that influence student academic achievements. Furthermore, the researcher will benefit by contributing to knowledge for further study and research. On the current curriculum based

competency (CBC), the findings of this study will provide valuable insights on alternative areas to explore, so that if not in academics the students in the area can be assisted to perform well in other competencies. The information generated from the study will add to the body of knowledge which will be very useful to future scholars.

1.7 The Scope and Delimitations of the Study

The study focused on the influence of principals' teacher management strategies on students' academic achievements. (Provision of incentives to teachers, promotion of team work among teachers and principals, support teachers for professional development, and monitoring of teacher's syllabus coverage). It concentrated on public secondary schools in Kilifi South Sub-County because that is where there is consistent below average academic achievements of secondary school students in the region. The respondents in this study were public secondary school principals, teachers, form three and four students, Quality Assurance and Standards Officer (QASO), and TSC Sub-County director in Kilifi South Sub-County. The study was confined to the use of questionnaires, interview guide and observation schedule, and document analysis guide to collect data.

1.8 Theoretical Framework

The theoretical framework is the structure that can hold or support a theory of a research study (Kivunja, 2018). It gives the researcher a basis for hypotheses and the choice of research methods. Kombo and Tromp (2018) assert that the theoretical framework helps to specify which key variables influence the phenomenon of interest. Thus, this research adopted Total Quality Management theory as it explains quality performance variables such as those enshrined, team work, incentives, professional development, and monitoring.

1.8.1 Total Quality Management Theory

Total Quality Management Theory (TQM) was developed in 1920s by Deming. The theory is based on seven quality principles including; customer focused, improvement, discussion based on the facts, systematic approach towards achieving organizational goals, knowledge sharing among employees, mentoring of employees, communication and total employee involvement (teamwork). It emphasizes relationships between processes, and continuous change especially continuous improvement (professional development). Harrington (1995) in the book on business process describes TQM as a term that was created by the Naval Air systems to describe Japanese style of management approach which involved continual improvement of the quality of all processes in the organization. The theory stresses on continuous improvement and looks at change as associated with mutual influence. The theory contends that collaboration (team work) between employees and subordinates which improves organizational performance. Taking an example of a school as an organization, there should be team work between the teachers and the principal for effective realization of the school goals. There should also be improvement of teachers through professional development to allow effective performance of teachers and so improve the performance of learners.

Deming (1986) stressed the responsibilities of top management to take the lead in changing processes and systems. According to the theory, leadership plays a role in ensuring the success of quality management, because it is the top management's responsibility to create and communicate a vision to move the organisation towards continuous improvement. Thus, in a school setting, the school principal should give teachers clear standards for what is considered acceptable work and provide the methods to achieve it. These methods include an appropriate working environment and climate for work-free of fault-finding, blame or fear. Deming also emphasized the importance

of the use of functional teams (teamwork) to identify and solve problems, enhancement of employee skills, participation and collaboration of employees, and pursuit of continuous improvement.

Since 1920s, Total Quality Management theory (TQM) has continued to develop and to be employed by different scholars in organizations. For example, it was used in Japan in 1940 where the focus widened from the quality of products to quality of all issues within the organization including quality learning outcomes among learners in schools (Blankenstein, 2019). In the United States of America, Total Quality Management was first used in the navy in controlling the work of several quality consultants to bring effectiveness, and it was later spread throughout the United States federal government (Farooq & Akhtar, 2007). Omolo (2016), notes that banks and other institutions including schools in Kenya are now interested more than ever before in adopting Total Quality Management principles as a tool to survive and excel. Basing on its principles such as collaboration of stakeholders, professional development, the researcher in this study adopted TQM theory to effectively assess principals' teacher management strategies and learners' academic achievement in public secondary schools in Kilifi South Sub-County.

1.8.2 Application of Total Quality Management Theory

Looking at TQM theory in the context of education, the theory can be applicable in a number of ways. For example, according to Farooq and Akhtar (2007), the fourth TQM principle is applicable to education. It stresses that the success of Total Quality Management is the responsibility of top management (school principals). School principals who are the top administrators must ensure that teachers are well motivated to produce the desired performance.

Deming (1986) says that people work in the system and management creates the system. In reference to Deming's arguments, it can be said that school principals have the responsibility of creating favorable systems that enhance performance of teachers, which in turn leads to better performance of learners. In the current study, Deming's arguments are helpful to school principals in ensuring that the staff keeps up with changes in service delivery. Therefore, the theory was suitable for this study that investigated the influence of principals' teacher management strategies on the academic achievement of learners in public secondary schools in Kilifi South Sub-County.

1.8.3 Strengths and Weaknesses of Total Quality Management Theory

Total Quality Management theory is widely reorganized among researchers for bringing effectiveness in organizations. For example, Gartenstein (2019) argues that total quality management focuses on using high quality information to improve processes which reduces waste, saves time, and leads to reduced expenses of the organizations. The emphasis on involvement and team work of employees at all levels leads to employee motivation which improves the efficacy, hence reduces turnover of employees. The theory argues that participation encourages commitment and eagerness of employees to achieve the organizational goals. The theory puts emphasis on collaborative planning which helps to identify areas in the organization that require improvement.

Although TQM theory has been extensively applied in organizations, it has some critiques regarding its application. For instance, Gartenstein (2019) argues that one of the main weaknesses with the application of TQM is that it needs a company-wide commitment to quality improvement, and the difficulty of achieving this commitment. All levels of management must be on board for the program to be truly successful and lack of effort or resources will undermine the success of a TQM program, leading to negative results throughout the company. Application

of TQM theory requires a lot of commitment and resources, which many organizations do not have. For example, the initiative to personnel training and making use of statistical tools to measure and evaluate process changes. Development programs must be taken full circle through evaluations and measured outcomes, which takes a lot of commitment and time.

The current study encourages training of principals and teachers to acquire skills and knowledge necessary for the successful application of TQM theory. This will allow schools to effectively achieve their goal, which is students' academic performance. Further, TQM theory did not effectively explain teacher incentives and how principals use incentives to motivate teachers for improved students' performance. Thus, the need for Reinforcement Theory to support TQM theory.

1.8.4 Reinforcement Theory

The Reinforcement theory was pioneered by Skinner in 1953 and is one of the oldest theories of motivation. According to the theory, negative reinforcement stops the behavior while positive reinforcement like rewards encourages positive outcomes. Sidman (2006) contends that positive reinforcement strengthens the likelihood to the subsequent behavior. Positive reinforcements are related with incentives such as overtime payment, promotions, and praises, paid holiday leave, recognition and improvement of working environment. This encourages, not only the teachers' performance but the performance of learners in terms of achievement as well. When incentives are fair, there are high probabilities of the teacher to work hard and produce the desirable outcomes within the school. Perone (2003) argues that behaviors that have positive consequences are likely to be repeated than those that have negative consequences which are likely to be avoided in future. A teacher paid cash as an incentive for test scores will be motivated to continue advancements in performance and hence increase the students' academic grades in the subsequent

examination. The positive reinforcement of incentives system improves the performance not only to the teacher but to the learners as well.

1.8.5 Strength and Weaknesses of Reinforcement theory

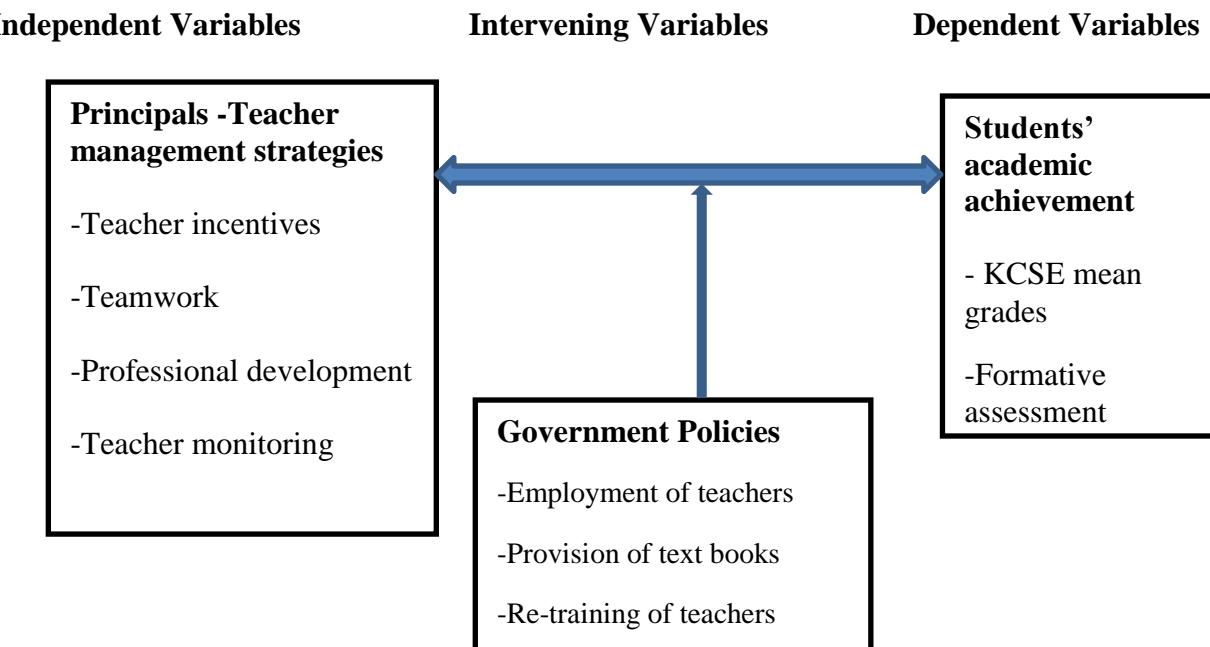
The strength of reinforcement theory is that it focuses on the reward system which controls the behavior of teachers and the learners. The theory can enable the school principals to use appropriate reward to motivate teachers to work hard for the better performance of learners. The use of positive reinforcement by the principals will boost morale, reduce turnover and improve the performance of teachers in terms of student's achievement (improved grades).

Reinforcement theory, though has some strengths, it has some weaknesses as well. For example, teachers may fall into a dynamic in which continual praise is expected for even common tasks and responsibilities. Another weakness of Reinforcement Theory is that its difficulty in identifying rewards or punishments (Perone, 2003). All teachers are not the same and they have different abilities. A reinforcement which is very effective on some teachers may not be effective on others and shows a reverse effect. All behaviors are not the same in the same situations or different situations so it is very hard to apply reinforcement theory to some situations. Therefore, using the same reinforcement in the same situation for different teachers cannot be effective. The theory may lead to imposition of rewards or gifts on some teachers in order to change behavior. However, the theory's strength outweighs its weaknesses which make it relevant for the current study.

1.9 Conceptual Framework

The conceptual framework in Figure 1 explains the variables that influence principals' teacher management strategies on learners' academic achievement. The independent variables are principals' teacher management strategies such as teacher incentives, teamwork, professional development and teacher monitoring. The government policies are the intervening variables. They include employment of enough qualified teachers, provision of text books, other learning infrastructures and re-training of teachers. These intervening variables also facilitated students' academic achievement. The dependent variable is students' academic achievement (KCSE mean grades and formative assessment). The students' academic achievement is the dependent variable because it is influenced by the principals' teacher management strategies such as teacher incentives, teamwork, professional development and teacher monitoring as seen above.

Figure 1: Conceptual Framework of the Study



From the conceptual framework as illustrated in Figure 1. Successful academic achievements of students depend on the principals' teacher management strategies such as; principal-teacher incentives, principal-teacher team work, professional development, and teacher monitoring. These variables were investigated in relation to learners' academic performance and TQM and reinforcement theory. The variables are related to the tenets of the theory including employee training, monitoring, team work, and motivation, which make the theory appropriate for the current study.

1.10 Operational Definition of Key Terms

Principals' Teacher Management Strategies – This refers to the specific actions, policies and approaches employed by school principals to supervise, support and guide teacher in their instructional practices and overall management within the school setting.

Principals' Teacher Monitoring of Instructional Practices – Refers to activities, by the principals that are aimed at checking on teachers work and students' progress, to identify possible changes in the way programs are implemented, syllabus is covered as it should and the impact they would have on students learning outcomes.

Public Secondary Schools- These are schools that are non-profit making institutions day or residential school, including a public charter school which provides secondary education after primary education, as determined under state law. They are managed, maintained and funded by the government.

Student Academic Achievements- This refers to the measurable indicators of students' outcomes, such as grades, test scores, and overall academic progress.

Sub-County-Refers to the territorial division within a county or decentralized units through which county governments provide functions and services of Kenya such as education in public secondary school. Sub-Counties coincide with constituencies created under article 89 of the Kenyan constitution.

Teacher Incentives- These are objects, items of value, actions, or events that motivate teachers to perform to the expected standard or to do something out of the expected, or better and yield favorable results.

Teacher Professional Development -This refers to a continuous process of reflection, learning and action to further a teacher knowledge and skills leading to enhanced teaching practices that positively impact student learning outcomes.

Teacher's Teamwork – Refers to establishing professional communities of teachers, specialized or interdisciplinary within the school and across, with the aim of working together towards the same positive team. This collaboration with the principal positively impact students learning outcomes.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents reviewed literature in a funnel approach in terms of global, continental, regional, national and local context. The related studies reviewed are guided by the research objectives. The section is presented under the following objectives: principals' strategy of provision of incentives to teachers and students' academic achievements; principals' strategy of promotion of teacher team work and students' academic achievements, principals' strategy on support of teachers' professional development and students' achievements; principals' strategy of monitoring of teachers' syllabus coverage and students' academic achievements. The section further presents the research gaps which the study sought to fill.

2.2. Teacher Incentives as a Strategy for Students' Academic Achievement

Incentives usually motivate teachers to work hard to improve the performance of learners. Providing incentives to teachers in the form of overtime pay, gifts, and professional development opportunities is an increasingly popular educational strategy employed by school principals to improve the performance of teachers and students (Rachi, 2015). This management strategy seems to directly apply to New York City public schools as revealed by the study of Fryer (2011), who noted that there was evidence that teacher incentives increased students' performance, attendance, and graduation in New York City. However, the study was not clear on who gives the incentives to teachers, hence the need for the current study that assessed whether the principals' provision of incentives to teachers as a strategy has effects on students' academic achievements in public secondary schools in Kilifi South Sub-County.

Mgomezulu (2018) studied the impact of monetary incentives on teacher retention in Salima District of Malawi. A Likert Scale questionnaire was used to collect data from 333 participants, comprising of 250 teachers from rural schools and 83 teachers from urban schools. The researcher used Statistical Package for the Social Sciences to analyze the data. The study established that the current amount of rural allowance was inadequate incentive to attract and motivate teachers in rural schools. Thus, it recommended that education authorities should introduce additional incentives to alleviate the hardship that teachers experience in rural schools. Additional incentives would also attract more effective and competent teachers who would easily improve the performance of students. This study had inadequate information concerning how incentives motivate teachers and how that translates into students' grades. In addition, the study focused on primary schools. Contrary to the study by Mgomezulu, the current study looked at the influence of incentives given to teachers by their principals to improve the performance of student in public secondary schools in Kilifi South Sub-County.

A related study in Rwanda was conducted by Gatsinzi (2014) on work and school related variables in teacher motivation in Gasabo District in Rwanda. The results of the study indicated that motivation of public primary school teachers in Gasabo district in Rwanda, in the form of monetary incentives was beneficial towards the performance of both teachers and learners. The results further indicate that teacher motivation and school facilities correlated with teacher motivation and performance. However, the study by Gatsinzi did not establish how the principals motivate teachers. This is the gap that the current study done in Kilifi South Sub-County, Kenya sought to fill.

Filmer, Habyarimana and Sabarwal (2020) did a study in Tanzania on teacher performance-based incentives and learning inequality. The results of their study showed that incentives for

teachers led to average improvements in student achievement across different subjects. This study only focused on the students' performance in mathematics and it is not appropriate to generalize these study findings of one subject to cover all the subjects. The study was also not clear on who provides the incentives to the teachers. To fill these gaps, this study investigated how the provision of incentive to teachers by principals influence the academic achievements of students particularly in public secondary school in Kilifi South Sub-County.

Rakiro (2013) did a study on the effects of institutional teacher reward systems on students' performance in Kenya certificate of secondary education in Rongo District, Kenya. The results of the study showed that incentives among teachers are paramount for their performances in the classrooms and the overall academic development. Thus, the researcher established that to achieve the learning objectives and reach reasonable standard, educational institutions should consider motivation level of their teachers. The researcher further noted that when teachers perform, students' academic achievement improves, motivated teachers tend to work harder and motivate students to perform better, and therefore it is essential to consider what motivates teachers for students to excel in academics. This study by Rakiro was so general and did not particularly focus on how principals motivate teachers, hence the need for this study that investigated the influence of principal teacher incentives on students' academic achievement.

A study by Mwanasiti (2019) was conducted in Kisauni Sub County, Kenya to investigate the influence of head teachers' management role on learners' academic achievements in public schools. The sample size of the study included 20 head teachers and 20 deputy head teachers. Study findings revealed that head teachers-controlled teaching outcomes through their management roles such as encouraging team work, checking professional records and motivating teachers. The study by Mwanasiti concluded that head teachers' management role has positive

influence on learner's academic performance. Though the study by Mwanasiti is related to the current study, it was particularly focused in Kisauni Sub County and its results might not reflect the reality of Kilifi North Constituency, hence the need for this study that investigated the influence of principal teacher incentives on students' academic achievement.

Chelangat (2014) conducted a study on how incentives system influenced the performance of teachers who are employed by the board of management in public secondary schools in Chepalungu District in Kenya. The findings revealed that most schools used overtime bonuses to motivate board employed teachers. It was further established that most of the board employed teachers consider the award of basic salary as a motivating factor to teach. This study did not look at students' academic achievements in terms of KCSE grade hence the need for the current study.

Odhiambo (2019) investigated the influence of school cultural values, and practices on students' academic achievements in county secondary schools in Kilifi County. Schein's Model of Organizational Culture and Edmond's effective school theories were used to form the theoretical frameworks of the study. The study established that there is low performance of students in KCSE in Kilifi South Sub County and recommended that TSC Sub-County Director, to periodically organize in-service trainings for principals and teachers to keep them abreast with the changing needs of the students to improve their performance. Different from this study, the current study used Total Quality Management to explain how principal-teacher incentives influence students' academic achievement in Kilifi South Sub-County.

2.3 Principal-Teacher Teamwork and Students' Academic Performance

Teamwork can be defined as the ability to work with others through cooperation and communication to accomplish a common goal (Ballangrud et al., 2017). For teamwork to be effective, members must understand the team's purpose, work towards that purpose, and be both

independent of and dependent on other members to accomplish the task (Baker et al., 2005). Teamwork can lead to a decrease in workplace errors, higher rates of satisfaction among employees and clients, and provides opportunities for continuous improvement among professionals. Different forms of teacher teamwork are associated with greater impact on teacher commitment and higher student achievement (Ronfeldt, Farmer, McQueen & Grissom, 2015).

The benefits of teamwork are increasingly documented (Marquis, 2019; Samwel, 2019, 2014). Allensworth (2016) stressed that the working together of principals and teachers has the potential to promote teachers' outcomes. In a research done in the United States of America, Bunker (2008) stressed that high quality team work is a combination of skills, attitudes, attributes, and actions. It includes a set of "do" behaviors as well as a set of "don't" behaviors. The researchers noted that strong team work impacts on student achievement. When teachers work as a team, they are likely to inspire the same spirit of team work among the students which may translate into students' better performance in terms of KCSE grades. This is possible because students tend to be inspired by the actions of their teachers. The study by Bunker, however, did not stress how principal-teacher team work influences academic achievements of students. This is a gap that this study sought to bridge by investigating the extent to which principals' strategy of promotion of teacher team work influences students' academic performance in public secondary schools in Kilifi South Sub-County.

Fehintola (2014) stressed that principals play a key role in establishing an environment which facilitates cooperative professional practice. In Fehintola's study a survey investigating the decision-making environment of the schools was administered to the faculties of 28 randomly selected schools in the Central New York region. The data indicated that when teachers are asked to describe their own principals, their reports of assertive, participative, and authentic leadership

are strongly and positively correlated. The research established a big relationship between team work and achievement of school goals and objectives.

In China, Keow (2013) investigated teachers' perception of principal support that contributed to the needs of the collective work gained by teachers. A total of 201 teachers from Chinese Private Secondary Schools in Penang, Malaysia were selected as respondents. Questionnaire was used to collect data. Data was analyzed using the descriptive and inferential statistics. The result showed that there is a moderate, positive and significant relationship between the principal support and the needs of collective work gained by teachers. While Keow' study is related to the current study, it only used questionnaires to collect data, which could have limited the data collected, but this study used both questionnaires and interviews. The questionnaires allowed the researcher to get significant findings which made the study important and able to influence the education policies. Interviews allowed the researcher to probe and seek clarity of information.

Deyemi (2010) investigated the teacher-related factors as correlates of learners' achievement in Social Studies in Southwestern Nigeria. The study was a correlational type. Multi-stage sampling technique was employed in selecting three states from the existing six states that constitute Southwestern zone in Nigeria. The research data were analyzed using mean, standard deviation, graphical illustration and multiple regression analysis. Results revealed a significant relationship among teacher related factors such as facilitation teaching style of teaching and learners' achievement in Social Studies. This study did not look at teacher management strategies that affect students' performance such as teacher incentives, professional development and teacher monitoring of syllabus coverage. However, the current study used the methodology used in Deyemi's study such as the use of regression model to establish the influence of the principals'

teacher management strategies on students' academic achievement in public secondary schools in Kilifi South Sub-County, Kenya.

Collective action is a positive force for teamwork in any organization to succeed. A study by Boakye (2015) in Ghana sought to identify the impact of teamwork on employees and organizational performance. The study further sought to identify factors associated with teamwork, identify the positive or negative effects of teamwork on employees' performance. The research study used correlation techniques to analyze the relationship between two variables that was teamwork and organization performance. The study established clear evidence that teamwork positively relates with organization and employees' performance. This study was conducted in the context of hospital workers, but the current study was conducted in public secondary schools to identify how team work between principals and teachers influence students' academic achievements in KCSE exams.

There are many obstacles towards achieving high level of teamwork among secondary school teachers in the process of offering education in secondary schools in Kenya. Kitonga (2014) investigated determinants of teacher participation in teamwork for improved performance in public schools in Taita Taveta district. This study was based on the Elton Mayo's management theory. The significance of the study was to provide information for use by secondary education department in the district to improve performance of KCSE examination. Data was collected using questionnaires and analyzed using descriptive statistics. The findings showed that teacher participation in teamwork is more prevalent in institutions where democratic leadership is practiced and that democratic leadership, training and favorable school culture were important ingredients in teacher participation in teamwork.

Further, the study confirmed that teacher participation in teamwork is a prerequisite for improved academic achievements. It was therefore recommended that stakeholders put in place measures that would enable adequate roll out of teamwork among teachers in all schools. School administrators should also enhance democratic practices in their management practices to encourage teachers to give their best to the institutions thus improving students' performance. The current study built on this study to investigate how team work between teachers and principals influence students 'academic achievements particularly in Kilifi South Sub-County Kenya.

2.4 Teacher Professional Development and Students' Performance

Teacher professional development is a key component of education in Kenya with a view to improve teacher effectiveness and learner outcomes. It is usually known as the teachers' ongoing training that enhances skills and knowledge development for professional growth and improves students' outcomes. Professional development can be achieved through seminars, workshops, conferences, further studies or even independent study while on duty (Kasiisa & Tamale, 2013).

A study by Deidre (2013) investigated the impact of professional development on student achievement as measured by mathematics and science curriculum-based assessments in Texas. The participants in the study included 260 3rd, 4th, and 5th grade mathematics and science teachers. Deidre's study showed that teachers who participated in professional development increased class median student achievement in 5th grade science, the students whose teachers spent more hours in professional learning for continuous improvement had an increased likelihood of scoring above the district median grade. Although Deidre's study is related to the current study, it focused only on the performance of mathematics, hence the need for the current study which sought to find out whether the principals' support of teachers' professional development as a

strategy influences students' academic achievements in KCSE in public secondary schools in Kilifi South Sub-County.

A related study was done by Karamanos (2020) on the influence of teacher professional development on students' mathematics performance in New Jersey Public elementary schools. The results of the survey were examined with public data from New Jersey Department of Education district performance reports. Correlation and regression models were used for each of the three research questions and identified the control variables as the percentage of students with disabilities, the percentage of English learners, and the percentage of economically disadvantaged students. The results indicated that the content that was delivered and the decision maker were more significant factors for the influence of professional development on student academic achievements compared to the provided methods. Karamanos' study exhibited a geographical gap since it was conducted in USA, but this study was done in Kilifi South Sub-County. Similar to Karamanos' study, the current study used correlational model to find out the relationship between the principals' teacher management strategies and learners' academic achievement in public secondary schools in Kilifi South Sub-County Kenya.

Teachers' sustained engagement in high quality professional development is a vital contributing factor in deepening teachers' knowledge and skills, changing attitudes and beliefs, improving instructional practices, and improving students' performance. A study was conducted by Guodong (2015) in England on professional development and student achievement. This comparative study used international mathematics and science study data sets to examine the relationship between professional development and student achievement. It found that although the national levels of access for students at the fourth and eighth grade levels to teachers who participated in professional learning were higher than the other countries, one third to one half of

the fourth grades were taught by teachers who had no professional learning focusing on math instruction or curriculum. In addition, teachers' participation in professional development was positively associated with higher student math achievement. Guodong's study only focused on the performance of mathematics but the current study focused on formative and KCSE performance.

Meichen (2019) conducted a study to investigate the impact of teacher professional development programs on student achievement in rural China: evidence from Shaanxi Province. The study found that while the program has a positive effect on mathematics teaching knowledge of teachers, it has no significant effect on teaching practices in the classroom and students' performance. Meichen's study is related to the current study in many aspects but did not look at the performance of learners from the perspective of grades; hence the need for the current study.

In Congo, teacher professional development programs are highly appreciated mainly for the benefits they bring to the learners. In a study by Frisoli (2014) on teachers' experiences of professional development in post crisis Katanga province, southeastern Democratic Republic of Congo, it was discovered that teacher professional development increased teachers' knowledge, provided skills, and introduced new instructional models for the benefit of student learning. Teacher professional development provided teachers with opportunities to improve content knowledge. Teacher professional development in Congo was found to be implemented through workshops, conference sessions, and seminars to disseminate information to a large number of teachers. While Frisoli's study was concerned with how professional development benefits learners and teachers in Congo, it did not look at how learners benefit from teacher professional development in terms of examination grades. This is a gap that the current study sought to fill by seeking to find out the influence of professional development on students' academic achievement in terms of KCSE grades.

With the on-going pressure on educators to improve student achievement, teacher continual professional development becomes an obligation for school systems that are committed to improving student achievement. Yanqambi (2021) conducted a study on teacher professional development and student achievement in Kinshasa. The purpose of the study was to find out how important and valued elementary teachers and school administrators find the practice of teacher continual professional development. Findings revealed that teachers agreed on the importance of teacher continual professional development for student achievement. Principals also agreed that continual teacher professional development is very important for the academic achievement of learners. Yanqambi's study is related to the current study though it was done in Congo a country with a different geographical location, hence the need for the current study that was done in Kilifi South Sub-County.

Kariuki (2020) did a study on teacher participation in collaborative professional development and learners' achievement in Kenya. The study used questionnaires and focus group discussion guide to collect data. The study established that teachers engaged in collaborative activities like sharing knowledge, peer coaching, lesson observation and team teaching which improved their performance in terms of students' grades. Though related to the current study, the study by Kariuki covered the whole of Kenya making it possible to generalize to the country but the current study only focused on Kilifi South Sub-County and did not generalize the finding to the entire country.

Performance of students in KCSE has been a focus of attention to Kenya scholars. For example, Kuluo (2017) did a study on the impact of teacher training on the academic achievements of students in the KCSE exams in Narok County, in Kenya. The study used a descriptive design with quantitative and qualitative paradigms. The study established that professional development

of teachers' influences students' academic achievement, though there was not sufficient qualitative data to substantiate the qualitative aspect of the research. Different from this study, the current study paid equal attention to both qualitative and quantitative aspects of the research. The current study also used inferential statistics to show the relationship between teacher professional development and students' academic achievements in public secondary schools in Kilifi South Sub-County.

2.5 Principals' Monitoring of Teachers and Students' Academic Performance

The relationship between monitoring of teacher's performance in terms of syllabus coverage and the students' academic achievement has been a topic of research across the globe (Ibrahim, 2020; Hallinger, 2014; (Odinko, 2014). For instance, a qualitative study was conducted on school supervision practices in Indonesia by Pulukadang (2018) and established that the role of the principals is critical especially in the monitoring of teacher's performance. The author further stressed that monitoring of teacher performance allows the principal to clearly identify areas that need improvement and provide professional support to teachers. The study also established that there is a need for capacity building among the school principals to ensure consistent and effective monitoring of teachers. Capacity building among the principals would enhance their motivation in doing their jobs. Contrary to the study by Pulukadang, the current study looked at principals' monitoring of teachers' performance as well as other aspects of teachers' performance such as team work and teacher professional development which are deemed essential for improved performance of teachers and consequently the learners. Further, a study conducted in USA by Yildirim (2017) on the monitoring of teachers' performance established that monitoring of teachers is done to encourage professional development and shared vision within teachers and administration for improved student achievement. This study by Yildirim did not explain clearly

which level of education it was concerned with, and which aspect of teachers' performance is monitored by the principals which made it so general. However, the current study particularly looked at the monitoring of teachers in terms of syllabus coverage and its influence on the performance of students in KCSE exams in public secondary schools in Kilifi South Sub-County.

Wanansinghe (2020) did a study on improving master teacher's supervision of teaching practice of postgraduate diploma in education in Sri Lanka- South Asia. The main objective of the study was to identify suitable ways of improving master teachers' supervision of teaching practice. The Survey research design was selected to conduct this study. It was found that according to the different experiences from respondents there was a need to improve teaching practice supervision of Master Teachers. The study recommended that further improvement of supervision of teaching practice be taken into consideration to improve schools' performance. This study was done in Sri Lanka- South Asia and its findings could be used to reflect the same reality in Kenya particularly Kilifi South Sub-County.

In Ghana, teacher supervision and monitoring is highly reorganized as important for school performance to be achieved. Onyango (2019) investigated the influence of School heads' direct supervision on teacher role performance in Public Senior High Schools, Central Region-Ghana. The study adopted the embedded mixed methods design. It was found that school heads allocated very little time for supervision of lesson planning and delivery of teachers which affected learners' performance. Therefore, the study recommended the Ghana education service to dedicate a greater portion of the promotion requirement of the school heads to evidence of direct supervision of teachers and a reduction in the teaching load of Heads of department by the school head to enable them play more instrumental roles in the instructional supervision process. Onyango's study,

though related to the current study, it was not specific to a particular form. Different from this study, the current study focused on form three and four performance.

Monitoring and evaluation of teachers in Sudan, is considered to be important in ensuring the effectiveness of the education system, though with some challenges. This was demonstrated in a study by Education Cluster Assessment South Sudan (2018) where the data collected revealed that the education sector has been negatively impacted due to inadequate teaching and non-payment of teacher salaries, and inadequate teacher training. This study evaluated the education system in Sudan, but did not particularly illustrate how the learners would perform with the help of a better teacher monitoring system in term of syllabus coverage hence the need for the current study.

Kitonka (2018) investigated the influence of school-based management practices on student's academic performance in public secondary schools in Tanzania. The study employed qualitative research approach and multiple case study design. The findings of the study were that management practices that were used to enhance students' academic performance in public secondary school were teacher monitoring, though there were poor monitoring and supervision of the teaching process. Kitonka's study used a qualitative research approach which might have limited collection and analysis of data hence affecting the outcome but the current study used both qualitative and quantitative design to allow the designs complement each other.

Odhiambo (2020) did a study on the effect of supervision and monitoring of teachers on academic performance in public secondary schools in Marani Sub County-Kenya. The purpose of the study was to establish the effect of teachers' absenteeism on students' performance in public secondary schools in Marani Sub County, Kenya. The study used descriptive survey design and a sample of 10 principals and 90 teachers who participated in the study. The study established that

teacher absenteeism results in low performance of form four students in public secondary schools. The study recommends that teachers should be supervised and monitored and disciplinary actions taken against the teachers who get absent from school in order to reduce the rate of teacher absenteeism. Odhiambo's study only concentrated on form four students, but the current study focused on both form three and four students to help get a wider perspective of the influence of monitoring of teachers on the students' academic performance.

Ibrahim (2020) did a study on monitoring of teacher effectiveness in Kenya. The study adopted a descriptive survey research design and was guided by performance appraisal model. The study findings revealed that monitoring of teachers on their reporting on duty and leaving from duty improved the teachers stay in school hence more contact time between teachers and learners. The monitoring of teachers' class attendance also improved teachers' syllabus coverage. The study by Ibrahim though explored the concept of teacher monitoring, it did not discuss how monitoring of teachers influence their performance in terms of formative and KCSE grades which raised the need for the current study.

Changawa (2019) did a study in the bigger county of Kilifi County in general to assess the effect of innovative teaching strategies on the performance of students in KCSE exams. Changawa's study was anchored on constructivism and the McClelland's theories. The study established that teaching strategies affected the performance of students in KCSE exams. Changawa's study, though related to the current study, did not establish how principals monitoring of teachers improves students' performance in formative and KCSE grades hence the need for the current study, but on a smaller scale within Kilifi South Sub-County.

2.6 Research Gap

Several research gaps were identified in the reviewed related studies. First, some studies showed contextual gaps because they were conducted in other countries. For example, Meichen (2019) conducted a study in rural China. Hargreaves (2000), Bunker (2008), and Sparks (2003) did their studies in the United States of America. The researcher sought to close these research gaps by concentrating on Kilifi South Sub-County, Kenya. Further, knowledge gaps were identified in some studies, which did not adequately explain the influence of principal-teacher management strategies on students' academic achievements in public secondary schools, hence the need to carry out the current study. In addition, methodological gaps were identified, for example Kitonka, (2018), Ibrahim, (2020) and Yildirim (2017) used descriptive survey to analyze the data and did not test the hypotheses but the current study made use of inferential statistics in particular correlation analysis to find out whether the strategies employed by the principals to manage teachers significantly influence the performance of the students in public secondary schools in Kilifi South Sub-County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

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

3.2 Research Design

A research design is a master plan specifying the methods and the procedure for collecting and analyzing the needed data (Akhtar, 2016, Machado, 2011). The study employed convergent parallel mixed method which enabled concurrent but parallel collection of both quantitative and qualitative data and convergent during the analysis (Creswell, 2014).

Convergent parallel design was adopted because it enabled the researcher to adopt a cross-sectional survey research design for quantitative data and a phenomenological research design for qualitative data (Mwangangi et al., 2022). A cross-sectional survey was chosen because, as argued by Kumar and Antonenko (2014), it is convenient for finding out the prevalence of the occurrence, situation, problem, attitude, or issue being investigated. It also enabled data to be collected at one point in time as well as describe the characteristics of a large study population and sample, thereby making the study results significant. The study used questionnaires to collect quantitative data from the students and teachers. The interview guides were used to collect data from the principals, the Quality Assurance and Standards Officer (QASO), and the Teacher Service Commission (TSC) Sub County Director.

3.3 Location of the Study

The study was carried out in public secondary schools in Kilifi South Sub-County. Kilifi South Sub-County was purposely sampled as the study site, because public secondary schools here have displayed dismal students' academic achievement in the Kenya Secondary Certificate Education (KSCE) over time. Kilifi South Sub-County is one of the seven Sub-Counties of the bigger Kilifi County, it neighbors the Kenyan coast, covering an area of about 109 KM from the Indian Ocean with its headquarters in Kilifi town. In terms of education, Kilifi South Sub-County has various institutions of learning including both public and private secondary schools, either single sex, mixed boys and girls, boarding and day secondary schools. The indigenous people of Kilifi are the Giriama who are one of the Mijikenda tribe, these people have strong traditional beliefs that are against education. This possess challenges for school's leaders to manage learning activities in schools for students to perform well academically. Many of the studies reviewed did not link the poor academic achievements of students to principals' characteristics, in the way they manage the teachers. It was not clear whether the poor student's academic achievements in the region was related to principals' teacher management strategies, hence the need for this kind of study in the region.

3.4 Target Population

Majid (2018) defined target population as the group of individuals, items, objects from which samples are taken to conduct the research in and draw conclusions from. The target population also refers to the entire group of persons or elements that have at least common characteristics which are of interest to the researcher. This study targeted a population of about 1427 respondents comprising of 10 public secondary schools, 10 principals, 115 teachers, 1300

students, One TSC Sub-County Director, and One Quality Assurance and Standards Officer (QASO) within Kilifi South Sub-County.

3.5. Sample and Sampling Procedures

A sample is a finite part of the statistical population where properties are studied to gain information about the whole (Kumar, 2011). Sampling refers to the process of selecting a few (sample) from the bigger group to be the basis of estimating or predicting the prevalence of unknown piece of information, situation, and outcome regarding the bigger group (Orodho & Kombo, 2002). The way the researcher selects subjects for a study determines the general results of the study.

3.5.1. Purposive Sampling Method.

This is also known as judgmental, selective, or subjective sampling method. It refers to a mode of selecting participants specifically for the study. The researcher used this method to sample specifically the public secondary schools, public secondary school principals, Teachers Service Commissioner Sub-County Director and Quality Assurance and Standard Officer for the study, where all 10 Public Secondary Schools in Kilifi South Sub-County plus their principals, one TSC Sub-County Director, and one Quality Assurance and Standards Officer (QASO) working within Kilifi South Sub-County were selected. Principals took part in the study because they are the administrators of schools and are charged with the responsibility of dealing with the teachers and students on a daily basis. They are custodians of school documents, hence were in a position to provide valuable data for the study. They are in charge of creating a conducive environment for teaching and learning. Quality Assurance and Standards Officer (QASO) was included because they supervise the performance of both school principals and teachers. They were in a position to give opinions concerning the study. Teacher Service Commission (TSC) Sub-County Director was

considered because they are in charge of evaluating teachers and principals in public secondary schools, they are in charge of appointment of principals, employing teachers, career progress and professional development of teachers under the teacher's service commission, their opinions to the study was worth considering.

3.5.2. Stratified Sampling Method.

It is also known as the proportional or quota random sampling method. It refers to a method of sampling that involves the division of population into smaller homogenous sub groups known as strata based on relevant characteristics, then taking a simple random sample in each of the strata. The sample is selected to ensure equal representation of the population. Stratified sampling was used to select teachers from sampled public secondary schools in Kilifi South Sub-County for the study. Teachers were selected to participate in the study since the principals employ various management strategies on the teachers for them to influence the students' academic achievements. Using the Yemen's formulae, the researcher first had to establish the proportion to sample for each of the schools selected for the study. The researcher was interested in having a clear gender balance, so from each of the schools the population of teachers was divided into two sub groups on the basis of gender. Then the random sample was done at each of the sub groups. The Yemen's formulae to sample the teachers was as follows;

$$n = N \div (1 + Ne^2)$$

Where n= sample size, N= Population size (115); e = level of precision (0.05).

$$n = 115 \div (1 + 115 \times 0.05^2)$$

$$n = 115 \div (1 + 0.2875)$$

$$n = 115 \div 1.2875$$

$$n = 89.32038835$$

n = 89 Teachers.

This shows that sample size was a total of 89 teachers distributed proportionally for all sampled schools for the study. Once the sample for each school was established, they were then divided into two strata of male and female, after which they were then randomly selected from each stratum. The teachers in each stratum were assigned numbers, written on the pieces of paper which were then picked randomly, and those whose numbers were picked were considered to take part in the study, from each sub-group, a representative balanced number was arrived at for the study. This sample size for teachers was appropriate following the recommendation of Mugenda and Mugenda (2013), which states that a sample size of at least 10% of the target population is usually appropriate for social sciences. The advantage of using the stratified sampling method was because it takes a large number of population, it ensures that all status is represented equally, biasness is minimized since each member has an equal chance of inclusion.

3.5.3. Proportionate Sampling Method.

This refers to a method of sampling where each member and element of the population has the same chance to be selected for the study. This method was used to sample students from the entire population. Students were the core of this research, and their inclusion helped to get valuable information. Form three and form four students were targeted because they have been in school longer than others and have been exposed to various assessments that allow them to have more information regarding the study. While using the proportionate method, the researcher used Yamane's formula (Kasiulevičius, Šapoka & Filipavičiūtė, 2006) to select a sample of 306 out of 1300 students. The formula was fitting because public secondary schools in Kilifi South Sub-County have varying numbers of students in each of the public secondary school. The formula

enabled the study to get a sample of students in relation to the number of students in each sampled school.

$$n = N \div (1 + Ne^2)$$

Where n= Sample size, N= Population size (1300); e = Level of precision (0.05).

$$n = 1300 \div (1 + 1300 \times 0.05^2)$$

$$n = 1300 \div (1 + 3.25)$$

$$n = 1300 \div 4.25$$

$$n = 305.88$$

$$n = 306 \text{ Students}$$

The 306 students were distributed proportionally among the 10 public secondary schools in Kilifi South Sub-County. The final selection was done using proportionate sampling method where students' names were gotten from the school registers, assigned numbers, written on the pieces of paper, folded and placed in a box. The papers were then picked randomly until the required number was reached, and those whose numbers were picked were considered to take part in the study.

Table 1.1: Sample, Sampling Techniques and Sample Size

Category	Population	Sampling Technique	Sample size	Sample size (%)
Principals	10	Purposive	10	100
QASO	1	Purposive	1	100
Teachers	115	Stratified random	89	77
Students	1300	Proportionate	306	24
TSC Sub-County director	1	Purposive	1	100
Total	1427		472	33

3.6 Description of Research Instruments

The term research instrument refers to any tool that can be used to collect measure and analyze research data (Cadete, 2017). The study used questionnaires and interview guide as the major data collection tools. The questionnaires were used to collect data from larger numbers, the teachers and students while the interview guides were used to collect data from, fewer numbers that is the 10 Principals, one QASO and one TSC Sub County Director.

3.6.1 Questionnaire for Teachers

Questionnaires with closed and open-ended were designed for teachers. They were comprised of five sections: A, B, C, D and E. Section “A” sought demographic information of the participants while sections: B, C, D and E sought information based on the study objectives concerning principals’ teacher management strategies and students’ academic achievements.

3.6.2 Questionnaire for Students

The questionnaire for the students also had both closed and open-ended questions. They were comprised of five sections: A, B, C, D and E. Section A sought demographic information of the students while sections: B, C, D and E sought information regarding principals' teacher management strategies and students' academic achievements

3.6.3 Semi-structured Interview Guides for the School Principals

The study used semi-structured interviews comprising of both open and closed-ended questions. This was considered appropriate in obtaining data from principals concerning the issue being investigated. As noted by Ngumbi and Ombajo (2015), in-depth interviews offer the participants the opportunity to express themselves freely and hence able to provide the needed information for the study. The interview Guides for the school principals sought demographic information and other information concerning principals' teacher management strategies and students' academic achievements.

3.6.4 Interview guide for the QASO and TSC Sub-County Director

Mugenda and Mugenda (2013) contended that interviews give in-depth data that a questionnaire can hardly provide. Thus, based on the study objectives, the current study used a structured interview guide to obtain detailed information from the Quality Assurance and Standards Officer and TSC Sub County Director.

3.6.5 Document Analysis Guide

Document analysis is the examination of documents and records relevant to the study (O'Leary, 2014). For these document guides, the researcher reached out to the principals in these public secondary schools, who provided the documents for the researcher. The researcher also analyzed documents regarding school policies, rules and regulations, teacher appraisal documents,

and evidence of teacher development reports. This allowed the study to find out teacher management strategies used by principals to improve students' academic achievements in public secondary schools in the Sub-County.

3.6.6 Validity of the Study Instruments

Validity can be described as the degree to which results obtained from the analysis of the data actually represents the phenomenon under study (Mugenda, 2013). The current study ensured that the research instruments were reviewed for validity with the help of research experts from Tangaza University College and Catholic University of Eastern Africa. Instruments were checked in terms of content as well as structure. The study integrated the proposed opinions in the final draft of the instruments.

3.6.7 Pilot Testing of the Study Instruments

A pilot study is used to improve various aspects of the study design (Cadete, 2017; Fraser, Fahlman, and Isabelle, 2018). The researcher in the current study tested the research instruments in two public secondary schools from the neighboring Sub-County of Kilifi North Sub-County with the same characteristics as those in Kilifi South Sub-County as far as the students' academic achievements are concerned. The students from the two schools in Kilifi North Sub-County perform equally poorly academically as those in Kilifi South Sub-County. For this the researcher considered nine teachers, 11 students, and two principals for the pilot study. However, it should be noted that the schools used for pilot study did not participate in the study. Piloting of the study instruments was done to identify the anticipated challenges that the researcher and the respondents would encounter thereafter, the instruments were then revised before administering the final copy to respondents in the selected public secondary schools in Kilifi South Sub-County.

3.6.8 Reliability of the Study Instruments

Reliability is the extent to which the instrument yields the same results over multiple trials (Mugenda, 2013). It can also be defined as a measure of the consistency and stability of a research instrument (Kothari, 2014). Research instrument reliability uses different techniques, which may include but are not limited to a split-half reliability, test-retest reliability, equivalent-forms or alternate-forms reliability, among others (Gall & Borg, 2007). Specifically, the study employed a test-retest technique, to examine reliability and validity of the instruments. Here the researcher administered the instruments to the selected schools in the neighboring Sub-County, which was Kilifi North Sub-County for the pilot testing, making sure before administering the instruments the conditions were checked to be consistent across each of the schools.

The scores were then calculated for each of the participants, then average scores and standard deviation of the scores was done for both the schools for pilot testing. The t-test determines whether there is significant difference between the first and the second administration on the instruments used. Repeat of the process was done on administering the instruments, and collecting scores making sure the conditions were the same through. Results were compared to gauge any differences and determine the reliability and validity of the instrument. The testing and retesting process was valuable tool for ensuring the instruments were accurate and reliable, and could be used in the research. The coefficient of reliability was computed using SPSS for Windows version 23. The reliability coefficient for the teachers' questionnaire was 0.817, while that for the students' questionnaire was 0.774. This was above the acceptable value of 0.7 (Mugenda & Mugenda, 2013), which confirmed that the instruments were reliable and were therefore used for data collection.

The study used member-check techniques to ensure the credibility of the qualitative data. Following the interview, the researcher gave the head teachers access to the data interpretations and conclusions, allowing them to clarify their intentions, make corrections, and provide extra information where it was required.

3.7 Data Collection Procedures

Before commencing data collection, the researcher obtained a research clearance letter from the Directorate of Postgraduate Studies and Research at Tangaza University College. The researcher used the letter and the signed research proposal to apply for the research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). The obtained research permit was used to introduce the researcher to the County Director of Education to be granted permission to collect data. The researcher sought approval from principals to collect data from respondents in the sampled schools. The researcher explained to the teachers and students the purpose of the study as well as inviting them to sign the consent form as a sign of their willingness to participate in the study.

3.7.1 Description of Data Analysis Procedures

Data analysis is the process of organizing data into meaningful and useful information that is used to answer research questions (Mvumbi & Ngumbi, 2015). Data in the current study was analyzed using quantitative and qualitative techniques. Quantitative data was analyzed using Statistical Package for Social Sciences Version 23 and presented in the form of tables, bar graphs, and pie charts. Descriptive statistics used percentages and frequencies to analyze data. Inferential statistics mainly correlation, employed the use of the Pearson correlation coefficient to establish the relationship between independent and dependent variables. It involved a correlation of each principals' teacher management strategy to students' academic achievement at a significance level

of $\alpha = 0.05$. The correlation analysis in this study was based on the assumption that there is a linear relationship between the dependent and independent variables.

In qualitative research, data collection goes hand-in-hand with data analysis. Therefore, the researcher simultaneously collected and analysed qualitative data by taking notes of all data from the in-depth interviews. In order to analyse qualitative data systematically, the researcher followed the six steps as highlighted by Creswell (2014). Where the first step after collecting all data from the in-depth interviews, the researcher organized and prepared the data for analysis by grouping the data according to the instruments used and the participants. The researcher took time to listen to the recorded voices to understand well the data contained therein. In addition, the researcher organised and typed the field notes according to each research question.

In the second step, the researcher transcribed the data by hand. The researcher again read carefully and attentively through the transcribed data as such was helpful to have a complete and credible comprehension of the overall data as contributed by different participants.

The third step involved the generation of codes. The researcher segmented paragraphs, describing them with specific words in order to generate concepts from the data. In the fourth step, the researcher refined the already derived codes by reducing them into meaningful analytical concepts. In the fifth step, the researcher used the generated concepts for analysis according to the research questions.

Lastly, in the sixth step, the researcher used the concepts to form the basis for interpretation, discussion and drawing conclusions. Since the study employed a mixed methods design, the concepts generated from qualitative data were related with the analysed quantitative data in order to establish convergence or otherwise. The presentation of data was then done in themes, narratives, and direct quotations.

3.8 Ethical Considerations

As recommended by Creswell (2014), Mugenda and Mugenda (2013), and Kombo and Tromp (2018), the study endeavoured to follow ethical rules. Abbott (2008) cautions of the need for a researcher to obtain official permission from their affiliated institutions before doing research for purposes of regulation. Therefore, before visiting the field for data collection, the researcher obtained the letter from the Department of Post Graduate Studies Tangaza University College which was used together with the signed copy of the research proposal to obtain the research permit from National Commission for Science, Technology, and Innovation (NACOSTI). The researcher presented the research permit to the County Director of Secondary Education in Kilifi County in order to be allowed to conduct research in the sampled public secondary schools. The researcher ensured that the participants were informed about the study and they had a choice concerning their participation or withdrawal from the study. The participants were also informed of the purpose of the study and were given the assurance that the information gathered would be treated with confidentiality and used for academic purpose. The participants were then requested to participate in the study by obtaining their informed consent either verbally or by signing consent forms (Bordens, 2008).

Throughout the administration of all the research instruments, the researcher ensured not to use any sensitive words or gestures that would disturb participant(s) physically or psychologically. Further, the researcher ensured to follow COVID-19 protocols and guidelines including social distancing and wearing of masks during the collection of data. In addition, during data analysis and reporting, the researcher remained truthful and reported the findings as they appeared. More so, the researcher endeavored not to falsify any information or conclusions in order to ensure accuracy of the findings as recommended by Creswell (2014). To avoid plagiarism, the

researcher acknowledged all sources of information in writing and referencing using APA 7th edition (APA manual). The thesis was also subjected to Turn-it-in plagiarism checker to ascertain the level of similarity, which was also in line with the recommendation by Tangaza University College and The Catholic University of Eastern Africa.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents data analysis, presentation, interpretation and discussion of the study findings about the influence of the Principals' Teacher Management Strategies on students' academic achievement in Kilifi South Sub-County, Kenya. The chapter provides the response rate of the study participants, demographic data, and the presentation of the findings, which are done according to the study objectives.

4.2. The Response Rate of the Participants

The researcher distributed 306 questionnaires to students and 90 questionnaires to teachers in the 10 public secondary schools in Kilifi South Sub-County. The researcher further interviewed 10 principals, one TSC Sub-County Director, and one, Quality Assurance Standard Officer (QASO) Table 4.1 shows the response rates of different study participants.

Table 4.1: The Response Rate of the Study Participants

Participants	Sampled Participants	Actual Participants	Response Rate
Principals	10	10	100%
QASO	1	1	100%
Teachers	115	89	98.9%
Students	306	304	99.3%
TSC Sub-County Director	1	1	100%
Total	433	405	99.2%

As shown in Table 4.1, the 89 teachers and the 304 students filled out and returned questionnaires. The 10 principals, the TSC Sub-County Director, and the QASO were interviewed. This yielded a total response rate of 99.2%. According to Mugenda and Mugenda (2003), a response rate of 50 percent is adequate for data analysis and reporting, a rate of 60 percent is good, and a response rate of 70 percent or more is excellent. This shows that the 99.2% response rate for this study was excellent for data analysis and reporting. The high response rate in this study was due to the fact that the researcher took time to do a follow-up and to explain the purpose of the study to the respondents.

Despite the fact that the return rate of the questionnaires from the students and teachers was high, there were some questionnaires that were not returned to the researcher. A teacher who did not return the questionnaire was sick and absent from school at the time of data collection. The two students who did not return their questionnaires had misplaced them, and since participation was voluntary, the researcher did not condemn them.

4.3. Demographic Information of the Study Participants

The study sought to establish participants' personal characteristics, such as gender, age, professional qualification levels, and years of experience. The researcher wanted to establish if personal characteristics of the study participants had any influence on principals' teacher management strategies and students' academic achievement.

4.3.1 Analysis of the Gender of the Respondents

The study sought information from the participants regarding their gender in order to establish if there was a difference between the male and female participation in the study and whether gender had an impact on principals' teacher management strategies and students' academic achievement. The findings are summarized in Table 4.2.

Table 4.2: Distribution of Respondents by Gender

Respondents	Males		Females	
	F	%	F	%
Principals	6	60.0	4	40.0
Teachers	49	55.1	40	44.9
Students	172	56.6	132	43.4
QASO	0	00.0	1	100
TSC Sub-County Director	1	100	0	00.0

As indicated in Table 4.2, majority of the principals were male 6(60.0%) while the females were 4(40.0%). Most of the teachers were males 49(55.1%) while the females were 40(44.9%). Concerning students, males were 172(56.6%) while females were 132(43.4%). These findings show that there is a big gender imbalance in terms of gender representation, given that in most categories of the participants, the majority were men. Having more men as principals of public schools in Kilifi South Sub-County could mean that women are not highly recognized and entrusted with leadership positions, which may affect students' attitudes towards female leadership and performance. The domination of males could be as a result of a culture that devalues females' contributions and underestimates their intellectual abilities (Katana, 2022).

As revealed by Kawarazuka (2019), the existing patriarchal structures in the coastal region of Kenya have led to the female gender losing both long-term support and protection from the community in terms of education. The results show the ineffectiveness of the Kenyan government's institutional framework to promote gender equality and freedom from discrimination (Republic of

Kenya, 2019). Having more men in the management of schools can lead to women not being recognized which may affect students' attitudes towards female leadership and performance.

4.3.2 Distribution of the Principals and Teachers by Age

The study sought to establish the age brackets of principals and teachers. This was done to find out if age had any association with the principals' teacher management strategies and students' academic achievement. Table 3.4 shows the summary of the findings.

Table 4.3: Distribution of the Study Participants by Age

Age Bracket	Teachers		Principals	
	F	%	F	%
Below 30 years	4	4.5	0	0.0
31-36 Years	53	59.6	1	10.0
37-46 Years	21	23.6	5	50.0
47-56 Years	4	4.5	3	30.0
57 and above	7	7.9	1	10.0

The results in Table 4.3 show that 53(59.6%) of the teachers were in the age bracket of 31–36 years. This could mean that most teachers are young and are in the early years of their profession. Although young teachers may have the enthusiasm, high aspirations, and fresh ideas, they may lack the expertise that comes with experience, which is needed to help the learners effectively perform in exams. Such teachers need the guidance of their principals to acquire the skills needed to improve their practices and students' academic achievement.

Nkechi (2016) contended that new teachers tend not to be well prepared to provide effective instruction to all students; hence the guidance of the principal is of paramount importance. The findings further indicate that half of the principals 5(50.0%) were between 37-46 years of age. This

shows that most principals were older than the teachers and can therefore easily guide the young teachers on the skills they need to perform better and improve the students' academic achievement. Ibrahim (2020) stressed that principal-teacher support mainly through monitoring improves teachers' syllabus coverage and performance.

4.3.3 Distribution of the Principals and Teachers According to Academic Qualifications

The study sought to establish the level of academic qualification of the teachers and principals so as to find out if it had an influence on the principals' teacher management strategies and the students' academic achievement. Figure 4.1 shows the results.

Figure 4.1: Principals and Teachers' level of Academic Qualifications

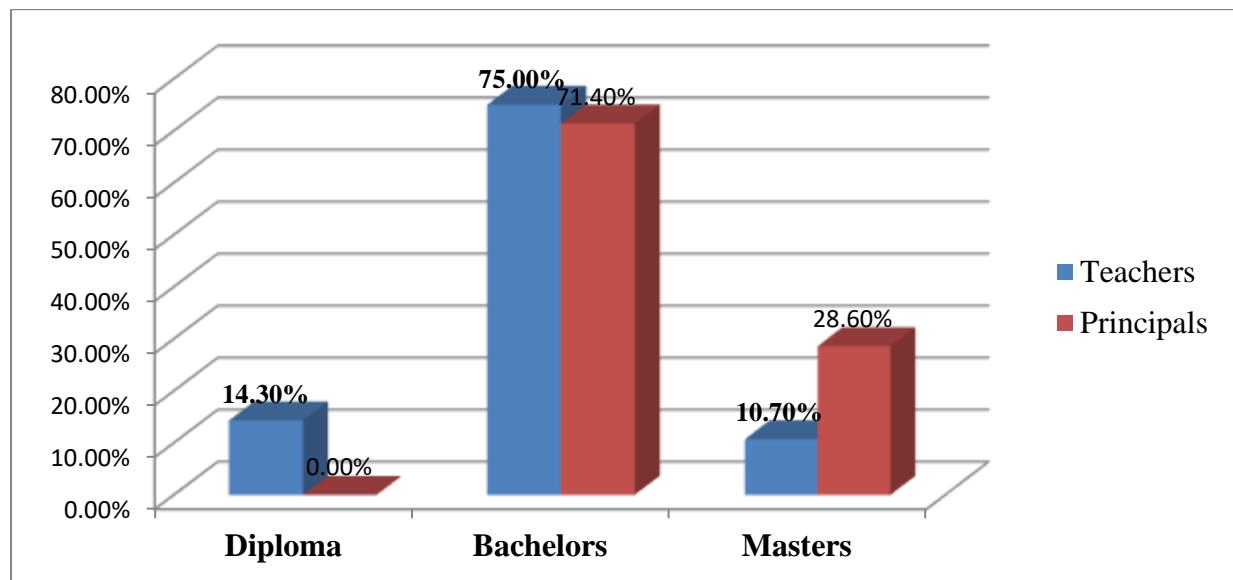


Figure 4.1 indicates that 14.30% of the teachers had diploma qualifications. Most of the teachers (75.0%) had bachelor's degree qualifications. The findings further indicate that 71% of the principals had bachelor's degree qualifications. Only 28.60% of the principals and 10.70% of the teachers had attained master's degree qualifications. These findings show that the teachers had the required qualifications to teach at the secondary school level, which is a diploma (TSC, 2022).

Thus, they were expected to have the competence and expertise to perform well in their teaching job, which would be reflected in students' academic achievements.

The principals were also qualified enough to head the public secondary schools since they had the minimum qualification of a bachelor's degree (TSC, 2022). Thus, they were expected to have effective teacher management strategies that would allow effective students' academic achievement. Research by Anning (2020) revealed that the education levels of teachers and school principals have a positive relationship with the academic achievement of students. The author further mentioned that qualifications such as master's degrees improve the research abilities of teachers and instructional methods that translate into improved students' academic achievement.

4.3.4 Distribution of Teachers by Years of work Experience

The study sought to determine the teachers' years of experience in order to see if their accumulated experiences had an influence on principals' teacher management strategies and students' academic achievement in public secondary schools. Figure 4.2 presents the findings.

Figure 4.2: Distribution of Teachers by Years of work Experience

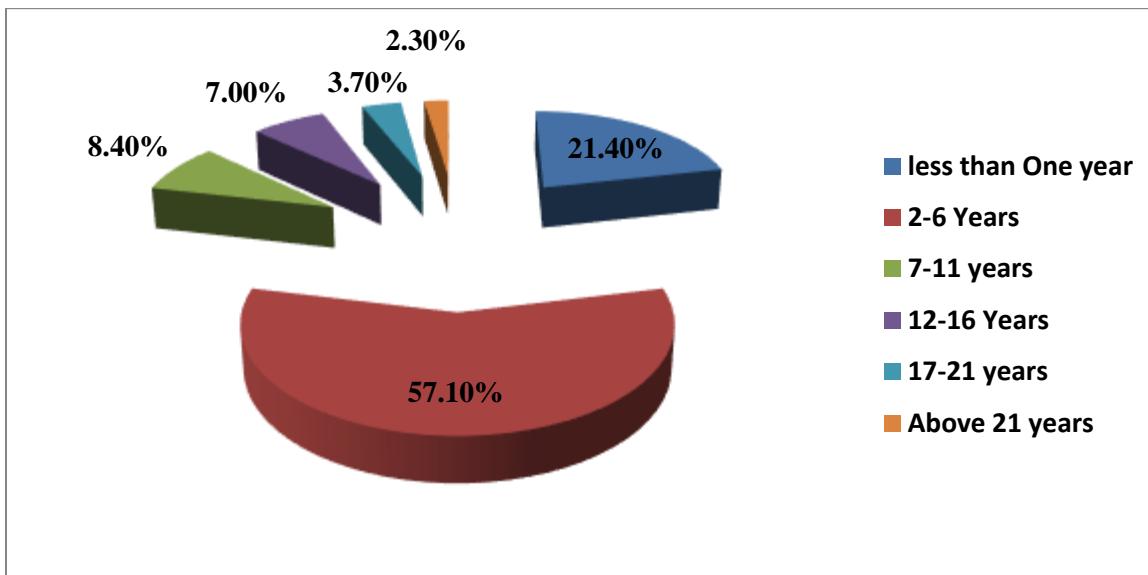


Figure 4.2 shows that the experience of most teachers (57.10%) ranged between 2–6 years. There were 21.40% of the teachers who had less than one year of experience. These findings show that most teachers in public secondary schools were teachers for only 2–6 years, which could not have been enough for a teacher to have accumulated enough experience in teaching. This factor could have contributed to the ineffective performance of students in public secondary schools in Kilifi South Sub-County. As a result, school principals should encourage teachers, particularly those with less than a year of experience, to pursue professional development in order to improve their teaching practice and students' academic achievements. Though some teachers had more than 21 years of experience, they were few (2.3%), and the researcher believes that there is still room for improvement for every teacher, which would improve teaching and learning. Cardno et al. (2019) claim that in order for teachers to perform to the very best of their abilities and provide significantly higher student results, they require principals with significant management strategies to guide them.

4.3.5 Distribution of the Principals by Years of work Experience

The study sought to determine the principals' years of experience in order to find out whether they had acquired more knowledge and skills over the period of their employment, which might have helped them apply various techniques and methods to the management of teachers in public secondary schools. Applying particular management techniques in the management of teachers would help to enhance their performance, which would be reflected in the academic achievement of their students. The findings are presented in Figure 4.3.

Figure 4.3: Distribution of the Principals by Years of work Experience

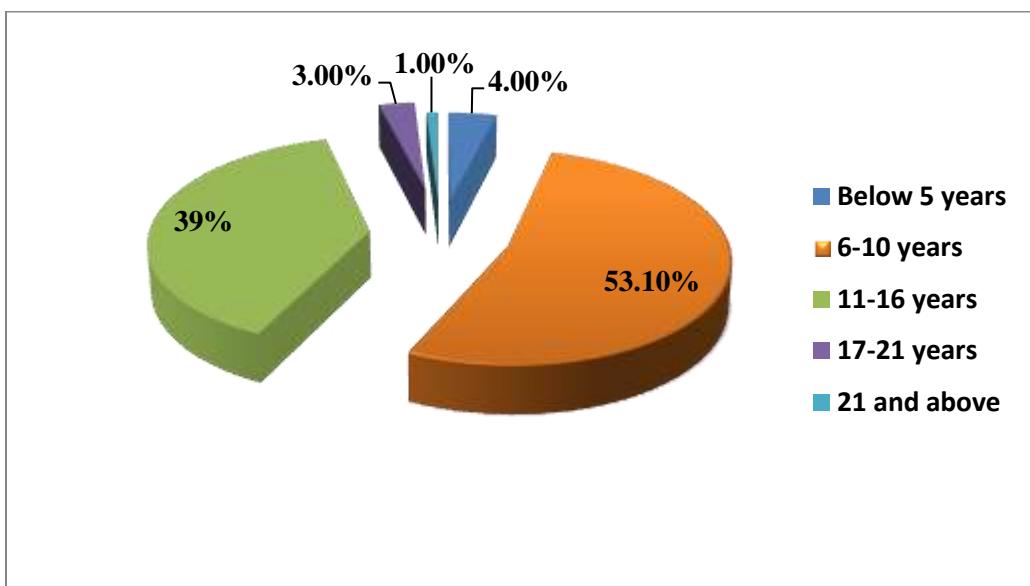


Figure 4.3 shows that the majority of the participating principals (53.10%) have been in the leadership position for 6–10 years, while 38.9% have had experience of 11–16 years. The experience of the principals is sufficient for them to have acquired the needed skills and expertise to effectively manage the teachers in public secondary schools. This experience could also have allowed the principals to learn the challenges associated with their different teacher management strategies and how they affect teachers' performance and the academic achievement of the students.

The significance of the principals' experience was underlined by Mbangula (2022), who argued that school principals tend to be highly effective and acquainted with their roles with accumulated years of experience. This was also in line with the assertion of Chabalala and Naidoo (2021), who contended that principals with experience and mastery of their roles tend to move forward to help teachers teach in a way that empowers learners to realize their best scholastic outcomes. Geoffrey (2018) also conceded that highly effective principals build and encourage

teachers to build strong and effective relationships as they work to enhance the quality of teaching and learning and students' academic results.

4.4 Principal-Teacher Incentives and Students' Academic Achievements.

Teachers and students were asked to show their level of agreement or disagreement with the statements regarding the influence of principal-teacher incentives on students' academic achievements in Kilifi South Sub-County. The findings are shown in Table 4.4: Respondents used the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Table 4.4: Principal-Teacher Incentives and Students' Academic Achievements.

Statement	SA		A		UD		D		SD		
	Teachers	F	%	f	%	f	%	f	%	f	%
Our principal gives incentives to teachers in form of opportunities for professional development, to motivate and improve teaching as well as student's outcomes.		7	7.9	1	1.1	7	7.9	46	51.7	28	31.5
Teachers are given incentives in form of letting them go for leave as a motivation to improve teaching performance and student's outcome		33	37.1	44	49.4	3	3.4	3	3.4	6	6.7
Teachers are given over time, bonuses to motivate them improve teaching and student's outcome		7	7.9	64	71.9	4	4.5	4	4.5	10	11.2
In our school, incentives are given to teachers inform of gifts to motivate teachers to improve their teaching and student's outcomes		59	66.3	22	24.7	4	4.5	2	2.2	2	2.2

Incentives are based on the teacher's relationship with the principal, to motivate them in teaching and student's outcomes.	14	15.7	55	61.8	4	4.5	7	7.9	9	10.1
Incentives are given based on the teacher's experience to motivate teacher's work and students' academic achievement	64	71.9	21	23.6	2	2.2	1	1.1	1	1.1
Our principal ensures job security for teachers to motivate teachers improve teaching and student's achievement	15	16.9	64	71.9	2	2.2	4	4.5	4	4.5
<u>Students</u>										
Our principal gives teacher's gifts, and other incentives to motivate them and students' academic achievement	190	62.4	26	8.6	48	15.8	29	9.5	11	3.6
Your principal recognizes teachers for their efforts towards improving students' academic grades	196	64.5	59	19.4	20	6.6	9	3.0	20	6.6
Our principal praises teachers publicly for their teaching work, this motivates them, to work better on influencing academic achievements of the students.	91	29.9	179	58.9	3	1.0	10	3.3	21	6.9

As indicated in Table 4.4 most teachers 74(83.2%) disagreed that their principals give teachers opportunities for professional development. Only (1.1%) on school-related variables in teacher motivation) agreed that their principals give teachers opportunities for professional development. This finding is an indication that teachers are disadvantaged when it comes to professional development. Teachers who have not had professional development tend to be deficient in their teaching, which could be contributing to the poor academic performance that is experienced in public secondary schools in Kilifi South Sub-County. In support of teacher

professional development, Kasiisa and Tamale (2013) stress that teachers' performances tend to improve when they participate in teacher professional development. The author further mentioned that professional development can be achieved through seminars, workshops, conferences, or independent study while on duty.

The study further showed that the majority of the teachers, 77(86.5%) agreed that the teachers are let to go for their leave and days offs as an incentive to improve their academic achievement and only 3(3.4%) were undecided on the statement, which might indicate that such teachers could have been either new in their teaching profession or not informed. It could also be that such teachers especially those paid by the board of management have not been let to go for their leave as an incentive to improve their teaching activities. The study also found that most teachers 64(71.9%) were in agreement that teachers are given over time bonuses to motivate to perform better at their responsibilities. In reference to reinforcement theory, Sidman (2006) contended that positive reinforcement is related to incentives such as overtime payment, promotions, praise, paid holiday leave, recognition, and improvement of the working environment, which encourage not only the teachers' performance but the academic achievements of students as well.

Table 4.4 further shows that most teachers 59(66.3%) agreed that they are given incentives in the form of gifts, and only 4(4.4%) disagreed that they don't receive incentives in their school, in the form of gifts. This could mean that the head teachers in public secondary schools are concerned about their teachers and appreciate their efforts. This is a good strategy when it comes to motivating teachers. One of the principals in the interviews narrated;

“I appreciate the efforts of my teachers, and I do this by giving gifts to them. Normally, I give them gifts such as bed sheets, mattresses, and money, especially when students perform well at the end of the year. I have found this a very good strategy for motivating teachers” (Principal C, 26/07/2022).

In an interview with the TSC Sub-County Director, it was mentioned that appreciating teachers is an effective strategy for encouraging teachers to do better at their jobs. These responses from the principal and the TSC Sub-County Director are a clear indication that the practice of appreciating teachers is an appropriate strategy that can be used by the principals to improve both the teachers' and students' achievement. Though incentives are shown as good at motivating teachers, most of the teachers 55(61.8%) were of the view that incentives are based on the teacher's relationship with the principals which may demoralize other teachers who may not get incentives as a result of not being principals' friends.

On whether incentives are given based on the teacher's experience, 64(71.9%) of the teachers agreed, 21(23.6%) disagreed, and the smallest percentage 1(1.1%) disagreed with the statement. These findings are reinforced by the response of the principal who said that teachers especially those who have been in his school for long have had the privilege of having free houses. They stay with their families in the houses of the school which he said is fair since they have served the school for some time (Principal B, 27/07/2019).

Related findings were reflected in a study conducted in Rwanda by Gatsinzi (2014) on school-related variables in teacher motivation. The findings stressed that the motivation of teachers in Gasabo District in Rwanda, in the form of monetary incentives was beneficial to the performance of both teachers and learners. Research by Brennan (2014) suggests that stable, affordable housing

may increase students' opportunities for educational success. A supportive and stable home environment can complement the efforts of educators, leading to improved student achievement.

Further findings revealed that most teachers, 79(88.8%) were of the view that their principals ensure job security, for example in terms of teacher recognition, grading, promotion and training, though very few, about 4(4.5%) disagreed with the idea. This is important finding since job security motivates teachers to work hard and achieve better results. When teachers are assured of their jobs, they tend to give all their efforts to produce the best results.

In an interview, the Quality Assurance and Standard Officer (QASO) of the Kilifi County that serves Kilifi South Sub-County, remarked that public secondary schools in Kilifi South Sub County have always made an effort to support less performing teachers through professional development opportunities though this has not effectively been achieved" (QASO, 28/07/2022). A study by Ibrahim (2020) supports these findings by contending that motivating, appraising, and retaining teachers improves their achievement.

Students were also asked to respond to the statements regarding principal-teacher incentives and students' academic achievement. It was discovered that 190 (62.4%) of the students strongly agreed that their principals give teachers gifts and other incentives to motivate them, 26(8.6%) agreed, 48 (15.8%) were undecided, 29 (9.5%) disagreed, and 11 (3.6%) strongly disagreed with the statement. This high percentage could mean that students had seen teachers being given gifts, and other incentives which could also be a motivating factor for the students. Concerning whether their principal recognizes teachers for their efforts towards improving students' grades, a majority of students 196 (64.5%) agreed with the statements. Furthermore, most of the students agreed that their principals praise teachers in public for their teaching work 270(88.8%). This is an important finding as it motivates teachers to perform better in their teaching

job. Findings from documents from most principals regarding teacher management revealed that there were records showing that teachers were motivated in terms of gifts and allowances. The finding from document analysis is supported by the QASO statement that:

“Every time I have the chance to speak to school principals, I encourage them to leave some room in the budget for little presents. I urge them to think about getting gifts for teachers. For example, if a teacher offers to teach an extra class or to give extra assistance to students who require more assistance, let them know that their efforts are appreciated by giving them gifts. This motivates teachers to perform better and can be reflected in the students’ academic performance” (QASO, 28/07/2022).

Fitria et al. (2021) did a study on the effects of motivation on teachers' performance and established that teachers' and learners' performance is largely determined by several factors, including achievement motivation, reward, recognition, and giving of praises.

4.5 Principal-Teacher Teamwork and Students' Academic Achievements.

The study required the respondents to indicate their level of agreement or disagreement with the statements about principals' promotions of teacher teamwork and students' academic achievement in public secondary schools in Kilifi South Sub-County. The findings are presented in Table 4.5, where the respondents used the scale of: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Table 4.5: Principal-Teacher Teamwork and Students' Academic Achievements

Statement	SA		A		UD		D		SD	
	f	%	f	%	f	%	F	%	f	%
Teachers										
Team work provides opportunities for continuous improvement among teachers, and students' academic achievements	14	15.7	55	61.8	5	5.6	4	4.5	11	12.4
Teamwork among teachers and principals lead to higher rates of satisfaction among teachers, this improves students' academic achievements	21	23.6	50	56.2	9	10.1	4	4.5	5	5.6
The principal encourages teachers to participate in decisions that concern students' affairs so as to improve their academic achievement	1	1.1	5	5.6	12	13.5	64	71.9	7	7.9
The principal is supportive towards team teaching (co-teaching) among teachers, to motivate teaching and students' academic achievement.	5	5.6	4	4.5	8	9.0	65	73.0	7	7.9
The principal encourages teacher collaboration to motivate them and improve teaching and student's achievements	66	74.2	12	13.5	3	3.4	3	3.4	5	5.6
The principal encourages teachers to share teaching resources such as books that motivates teaching and students' academic achievements.	48	53.9	16	18.0	12	13.5	4	4.5	9	10.1
The principal encourages collaboration of teachers in helping students achieve their targets, improve academic achievements.	62	69.7	13	14.6	1	1.1	3	3.4	10	11.2

Students

Our principal encourages teacher collaboration (co-teaching) in the classrooms, this provides new insights that effect academic achievements	13	4.3	28	9.2	69	22.7	180	59.2	14	4.6
Principals encourages teachers to share resources such as books, this provides new insights that effect academic achievements	222	73.0	47	15.5	15	4.9	14	4.6	6	2.0
Team work is evident among teachers in guiding students, this influences students' academic achievements.	199	65.5	24	7.9	54	17.8	7	2.3	20	6.6

As presented in Table 4.5, the majority of the teachers 55(61.8%) agreed that team work provided opportunities for continuous improvement of teachers. It was further established that 71(80%) of the teachers agreed that teamwork among teachers and principals led to higher rates of satisfaction among teachers. This could imply that most teachers understood the beneficial impact of working as a team. Teamwork among teachers and principals is associated with a greater impact on students' academic achievement, teachers' readiness to teach, and teacher commitment. These findings agree with the findings of a study by Ballangrud and Husebo (2017), which established that teamwork, can lead to a decrease in workplace errors, higher rates of satisfaction among teachers, and provide opportunities for continuous improvement.

There was also a high percentage of the teachers 71(79.8%) who disagreed that the principals encourage teachers to participate in decisions that concern students' achievement. This may suggest that most of the decisions are imposed on the teachers, which may demoralize and consequently hinder the teachers' performance and the learners' academic achievement. Teachers'

involvement in decision-making is important because it improves the quality of decisions made by a school and its effectiveness in achieving its goals, including better performance of the learners.

Concerning teacher involvement in decision-making, a TSC Sub-County Director commented:

“The way principals relate with teachers is important in the management of schools. Thus, I encourage principals to practice participative decision-making since it positively affects the performance of a school. Teachers should be actively involved in decision-making in their schools, and principals should establish a collaborative relationship with them in making decisions concerning students’ affairs” (TSC Sub-County Director, 23/7/2022).

Principal A, during the interview remarked that making decisions in a participatory way necessitates the interaction of influence from the teacher on the one hand and the principal as administrator on the other hand. The principal went on to say that making decisions in a participatory manner has significant positive effects on the school as it motivates the entire staff to do all that it takes to achieve the school's goals. Teachers' participation in decision-making enhances their ambition, attitude, and positive involvement in all their activities in the development and growth of the school, hence cultivating cooperation, hard work, and commitment towards helping the learner achieve the best outcomes (Principal A, 01/8/2022). The importance of teacher involvement in decision making was also emphasized by Runhaar (2017), who contended that the involvement of teachers in decision making offers advantages for teachers as more expertise, resources, and different perspectives are available through teacher involvement, which consequently affects the teaching and learning process as well as learners' academic achievement.

Table 4.5 also shows that the majority of teachers 72(80.9%) disagreed with the statement that principals support team teaching. This could mean that principals in public secondary schools in Kilifi South Sub-County tend to underestimate the benefits that come along with team teaching.

Team teaching allows teachers to work purposefully, regularly, and cooperatively to help students learn. It enables teachers to set goals, prepare lesson plans, teach students, and evaluate the results. With the help of team teaching, teachers share insights, argue with one another, and even challenge students to decide which approach is better in the teaching and learning process, which improves learners' academic achievements. A study by Unamba (2022) on the effects of a team-teaching approach on learners' achievement in Nigeria found that students showed a positive attitude towards team teaching. The study recommended that the ministry of education organize workshops and seminars for teachers to keep up with innovative approaches such as team-teaching.

The statement regarding whether principals encourage teachers to share teaching resources was strongly agreed upon by most teachers 64(71.9%), 12(13.5) were undecided, 4(4.5) disagreed, and 9(10.1) strongly disagreed with the statement. Sharing resources can cultivate the virtues of sharing among teachers and can be observed and adopted by the students. Consequently, students and teachers are likely to benefit from each other's thinking. Tosato and Corramolino (2014) argued that collaboration and sharing of materials improves consistency in instructional content, which makes students more likely to transition successfully from one course to another, which improves teaching and the learning process. Concerning resource sharing, QASO commented:

“I’m aware that many schools are limited by finances and cannot afford some resources for every teacher, such as computers. As a result, many teachers are encouraged to share available computers in the school. Though this may not be desirable for most teachers, with the right planning and preparation, teachers can still maximize resources to give students opportunities to study” (QASO, 23/07/2022).

The study further revealed that most of the teachers 75(84%) strongly agreed with the statement that principals encourage collaboration of teachers in helping the students achieve their

targets. Only 1(1.1%) of the teachers was undecided on whether principals encouraged collaboration of teachers in helping students realize their targets. Collaboration allows sharing of knowledge among teachers which enhances teaching. Collaboration enables teachers to show their strengths and learn from one another. When school principals encourage teachers to collaborate, they can share their challenges and struggles and get advice on how to get the best possible results for their students. These findings are in agreement with the study of Svendsen (2016) in Norway, which established that through collaboration practices, teachers were able to adopt a new teaching form called "inquiry-based teaching," which in turn allowed teachers to gain confidence, think critically and reflect about their teaching practice, hence improving students' academic achievement.

Students were also asked to respond to the statements regarding principal-teacher teamwork and students' academic achievement. The results in Table 4.5, shows that most of the students, 194 (63.8%), disagreed that their principal encourages co-teaching. Only 13 (4.4%) agreed and 28(9.20) strongly agreed with the statement. In addition, 69 (22.7%) of students were unsure whether or not their principal encouraged co-teaching. The students who were undecided could have been those who had not seen co-teaching being practiced in their schools. It could also be that such students are not informed of how co-teaching is practiced by their teachers in their schools given different ways it can look in a classroom.

It was interesting to find that the majority of the students, 222(73.3%), had noticed that their teachers share the resources, in terms of books, library and laboratories. This can be inspiring to the students as they can learn from their teachers the importance of sharing and do the same in their learning process which may help in their academic success. As Gladston and Cimpian (2021) noted, teachers can be good role models for students. When students have teachers who are their

role models, they are likely to pick up habits and even perspectives of their teachers that could benefit them in life, including academics.

The study further revealed that more than half of the students 199(65.5%) strongly agreed with the statement that teamwork is evident among teachers in guiding students. This could imply that teachers work together to help students achieve their academic goals. Jeanna (2022) notes that teamwork among teachers allows them to meet regularly, share their expertise, and work collaboratively to improve teaching and the academic performance of the students. The findings of the study suggest that teamwork among the teachers and their principals is important in improving the performance not only of the teachers but the academic performance of the students as well. This resonates with the study by Boakye (2015) in Ghana, which established that teamwork positively relates to teachers' performance. It can therefore be said that teacher teamwork can lead to executing work more quickly, making better decisions, solving more problems, and doing more, which enhances creativity and builds skills better than an individual teacher can.

4.6 Teacher Professional Development and Students' Academic Achievements

The research sought to establish how teacher professional development influenced the academic achievement of the students. Under this objective, respondents were asked to respond to the statement using the scale: strongly agree (SA), agree (A), undecided (UD), disagree (D), and strongly disagree (SD). Table 4.6 shows the findings.

Table 4.6: Teacher Professional Development and Students' Academic Achievements

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Teachers										
The principal encourages teachers to attend the seminars and conferences which influences students' academic achievements	11	12.4	8	9.1	4	4.5	44	49.4	22	24.7
Our principal recommends teachers for further studies (professional development courses) which influences students' academic achievements	4	4.5	6	6.7	5	5.6	63	70.8	11	12.4
The principal encourages on Job training of teachers to motivate them, this influences students' academic achievements	5	5.6	78	87.5	3	3.4	2	2.2	1	1.1
The principal assigns challenging responsibilities to teachers	3	3.4	73	82.0	5	5.6	4	4.5	4	4.5
Professional development improves the creativity of teachers	55	61.8	16	18.0	2	2.2	9	10.1	7	7.9
The principal usually invites experts to facilitate conferences for teachers, which influences students' academic achievements	4	4.5	3	3.4	4	4.5	69	77.5	9	10.1

<u>Students</u>											
Your principal organizes in house workshops for the teachers which influences students' academic achievements.	3	1.0	14	4.6	62	20.4	214	70.4	11	3.6	
Your principal allows teachers to go for further studies to improve their teaching, which influences students' academic achievements	8	2.6	13	4.3	38	12.5	73	24.0	172	56.6	
Teachers at our schools usually go for workshops to improve their teaching, which influences students' academic achievements	150	49.3	127	41.8	12	3.9	10	3.3	5	1.6	

Table 4.6 shows that teachers 66(74.1%) disagreed with the statement that the principal encourages teachers to attend the seminars, followed by the 19(21.5%) teachers who agreed with the statement. Regarding whether the principal recommended teachers for professional development courses, the findings show that the majority of the teachers 63 (70.8%) disagreed, which is a big challenge in regards to the development of teachers. Failure to support teacher professional development by the principals could mean that the principals underestimate the benefits of professional development for the teachers. Popova et al. (2022) emphasized that professional development is important to the growth and development of a teacher. It helps teachers become better at planning their time and staying organized. This ultimately makes them more efficient and gives them extra time to focus on students.

The beneficial impact of teacher professional development is further reinforced by the findings of a study by Shabibi (2019), who studied the impact of teacher professional development on students' learning in Oman and established that teacher professional development improves

student academic achievements. Regarding whether the principal encourages on job training among the teachers, the findings show that 78(87.5%) of the teachers agreed with the statement, while 1(1.1%) strongly disagreed. The teacher who disagreed could either not have seen the principal encouraging on job training of teachers or might not have been informed concerning on job training. Concerning teacher professional development, a principal said:

“I have always understood how professional development of teachers is important in their career growth. I know that any form of continuing education effort for my teachers is an aspect of teacher professional development. It's a vital tool for teachers to improve their skills and, as a result, improve student achievements” (Principal B, 23/07/2022).

The response of the principal confirms the argument of Runhaar (2015), who contended that teachers' professional development is key to improving education. Knowledge sharing is a learning activity through which teachers not only professionalize themselves but contribute to the professional development of their colleagues as well as improve the learning outcomes. The findings on Table 4.5 further revealed that most teachers 73(82.0%) affirmed that their principals assign challenging responsibilities to the teachers. Assigning challenging tasks responsibly to teachers could be a sign that principals want their teachers to be more engaged and ultimately add to their development.

In an interview, the QASO revealed that engaging teachers in challenging responsibilities improves their skills and competencies. This response from the QASO confirmed the findings of Wanansinghe (2020) that doing different kinds of challenging work is useful in gaining experience and improving the performance of a professional. Regarding whether professional development improves the creativity of teachers, 55(61.8%) strongly agreed, 16 (18.0%) agreed, 2(2.2%) were undecided, and 16(18%) disagreed. This implies that most teachers are informed about the

importance of professional development to their career development. One of the principals confirmed these findings, stating that professional development training can help teachers improve their skills in teaching. However, the majority of the teachers (69(77.5%) disagreed that their principals usually invite experts to facilitate conferences for teachers. This finding contradicts what the principal said in an interview that:

“I like inviting guest speakers to talk to my teachers, and I find it a good strategy to develop their professional skills. Welcoming other voices provides teachers with access to other perspectives, adds variety to the routine, and demonstrates that learning is a collaborative enterprise. Ever since I became a principal, I have been inviting guest speakers to our conferences to talk to the teachers as a strategy to improve their performance” (Principal C, 25/07/2022).

The researcher probed the TSC Sub-County Director on how professional development is ensured among teachers. This is what was said:

“I encourage the principals to offer professional development for the teachers within their schools, but also to provide opportunities for each teacher to learn outside the school. This could include conferences, workshops, or specialized professional development offered at the county level. I encourage them to approve all reasonable requests. Make sure that they are also keeping an eye out for new opportunities and presenting these to all teachers at staff meetings. This would improve the performance of our schools and the students' academic achievement” (TSC Sub-County Director, 25/07/2022).

In an open-ended question, most teachers confirmed that there is little done concerning teacher professional development. They affirmed that the only professional development that is used is workshops in schools, which is often done at the beginning of the term. This finding could explain

why teachers are not achieving better academic achievements among the students in Kilifi South Sub-County. The findings confirm that teacher professional development is essential for the effective academic achievement of students, though it's not effectively done in public secondary schools in Kilifi South Sub-County.

The researcher further investigated from the students how teacher professional development influenced students' academic achievements. The majority of the students, 214 (70.4%) disagreed that their principals organize workshops for the teachers, and only 3(1.0%) agreed that their principals organize workshops for the teachers. The responses of the students could be based on the fact that they have not seen teachers in a conference at schools. It could also be that most of the students are not informed when the teachers attend workshops and conferences. Most of the students 245(80.6%) disagreed that their principal allows teachers to go for further studies. This could be because they have always seen teachers in school and have not had any time to study. They could also not have been informed of who goes and who does not go for professional development. Students strongly agreed that teachers in their schools usually go to workshops. This is an encouraging finding for the students since teacher professional development is instrumental to the academic achievement of the students.

4.7 Principals' Monitoring of Teachers and Students' Academic Achievements

The study required the respondents to indicate their level of agreement or disagreement with the statements about principals' monitoring of teachers and students' academic performance in public secondary schools in Kilifi South Sub-County. The findings are presented in Table 4.7, where the respondents used the scale of: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Table 4.7: Principals' Monitoring of Teachers Performance and Students' Academic Achievements

Statement	SA		A		UD		D		SD	
	Teachers	F	%	F	%	F	%	F	%	F
Principals monitoring of teacher's syllabus coverage leads to effective teaching and learning, that improves students' academic achievements	59	66.3	16	18.0	5	5.6	6	6.7	3	3.4
Monitoring of teachers' lesson delivery in classes is perceived negatively by the teachers this influences students' academic achievements	8	9.0	64	71.9	4	4.5	3	3.4	10	11.2
There is monitoring of teachers' curriculum delivery, this influences academic achievements of students	61	68.5	10	11.2	7	7.9	7	7.9	4	4.5
Monitoring of teachers' class attendance allows them to accomplish their targets in time, this influences students' academic achievements	10	11.2	64	71.9	4	4.5	4	4.5	7	7.9
There is monitoring of teachers teaching in classrooms which influences students' academic achievements	4	4.5	4	4.5	4	4.5	19	21.3	58	65.2

Students

Your principal monitors syllabus coverage of teachers, hence influences students' academic achievements	32	10.5	61	20.1	162	53.3	37	12.2	12	3.9
Principals monitors teachers when teaching in class this influences students' academic achievements	169	55.6	121	39.8	3	1.1	3	1.1	8	2.6
Principal sometimes checks on our class work, hence influences students' academic achievements	13	4.3	163	53.6	7	2.3	4	1.3	117	38.5

Table 4.7 shows that 59(66.6%) of the teachers strongly agreed that head teachers' monitoring of teachers' syllabus coverage leads to effective teaching and learning, 16(18%) agreed, 5(5.6%) were undecided, and only 3(3.4%) strongly disagreed with the statement. Through teacher monitoring of syllabus coverage, the principal can help teachers align their teaching time and skills accordingly to improve student performance. In line with the findings, Otieno and Magoma (2022) investigated the roles of principals in monitoring teachers' instructional practices and their impact on teaching and learning outcomes in secondary schools in Kajiado County. Table 4.7 further demonstrates that the majority of the teachers 64(71.9%) agreed that the principals' monitoring of teachers' lesson delivery in classes is perceived negatively by the teachers. This suggests that teachers do not appreciate being monitored while teaching by their principals. One of the principals in an interview commented:

“I understand that monitoring teachers while teaching in classrooms is good practice, especially when it comes to helping teachers. But I also know that not every teacher likes being monitored, especially when they know that the monitoring is being done by the principal. They tend to feel they will be judged, which is normally not the case because the intention is to help the teachers do better in their teaching” (principal D, 24/07/2022).

The negative perception of the teachers concerning the monitoring of teachers while teaching in classrooms could point to the possibility of ineffective communication between the principals and teachers regarding the principals’ monitoring of teachers in class while teaching. As a result, teachers tend not to be aware of what to expect from the monitoring sessions. It could also be a result of ineffective teacher involvement in the monitoring exercise, which makes them feel that it is being imposed on them.

It was further found out that the majority of the teachers 71(79.7%) agreed that there is monitoring of teachers’ lesson planning and lesson notes. This allows the principals to provide the teachers with regular support. This is an idea that was reinforced by the comment of the QASO, who said:

“When principals monitor teachers regularly in terms of lesson plans, workbooks, syllabus coverage, and class management and teaching delivery in their classes, they are likely to perform better because such exercises provide opportunities for teachers to correct their mistakes. Their principals are also likely to check where they have challenges and assist them in case there is a need” (QASO, 25/07/2022).

Concerning whether principals’ monitoring of teachers’ class attendance allows teachers to accomplish their targets on time, 10(11.2) strongly agreed, 64(71.9%) agreed, 4(4.5%) were

undecided, 4(4.5%) disagreed, and only 7(7.9) strongly disagreed with the statement. This implies that teachers have benefited from being monitored by their principals to complete their targets. Most teachers 77(86.8%) disagreed that there is monitoring of teachers teaching in classrooms, which contradicts the findings from the principal in an interview that teacher monitoring is done occasionally. On whether the principal monitors the syllabus coverage of teachers, the response from students was that 32(10.5%) strongly agreed, 61(20.1%) agreed, 162(53.3) were undecided, 37(12.2%) disagreed, and only 12(3.9%) strongly disagreed. This implies that the majority of the students were not sure whether the principal monitors syllabus coverage. However, most of the students 290(95.4%) agreed that their principals monitor teachers when teaching in class. This response could have been due to the fact that monitoring by the principal would be done in the presence of students in classrooms. The statement that the principal sometimes checks on students' class work was agreed upon by more than half of the students 176(57.9%) and only a minority 4(1.3%) disagreed with the statements. The findings from students and teachers confirm that principals in public secondary schools in Kilifi South Sub-County monitor teachers' lesson delivery, class notes, and syllabus coverage with the intention of improving teachers' performance.

The principal agreed with the responses of the students by asserting that the lesson notes are regularly checked to ascertain the efficacy of their notes. However, the document analysis did not reveal the proof of these findings from the students and the principal. It can thus, be said that there is a need for the principals of public secondary schools in Kilifi South sub-county to improve on their teacher monitoring practices and their record keeping. Accurate, factual, up-to-date record keeping is a very important part of a principal's role. Every principal needs to keep effective records for every teacher and student. This would allow the principals to easily assess the teachers, students, and teaching-learning relationship to improve students' academic performance.

4.8 Correlation Analysis Results of Principals' Teacher Management Strategies and Students' Academic Achievements.

The study assumed a linear relationship between the independent and the dependent variable and so used (Inferential) correlation analysis to discover if there was a relationship between principals' teacher management strategies and students' academic achievement in public secondary schools in Kilifi South Sub-County. The study also wanted to discover the degree, direction, and strength of the relationship amongst the variables. The SPSS version 23 was used to calculate the Pearson correlation for the variables. Schober (2018) contended that possible values of the correlation coefficient range from -1 to +1, with -1 indicating a perfectly linear negative correlation and +1 indicating a perfectly linear positive correlation. A correlation coefficient close to 0 suggests little, if any, correlation. Rumsey (2021) mentioned that a correlation coefficient greater than 0.5 is strong, 0.3 to 0.5 (moderate), and less than 0.3 (weak). The summary of the findings is presented in Table 4.8.

Table 4.8: Correlation Analysis Results of Principals' Teacher Management Strategies

Principals' Teacher Management Strategies	Sig. (2-tailed)	Pearson Correlation
Team Work	0.294	-0.112**
Teacher Incentives	0.639	0.050**
Professional Development	0.004	0.302**
Teachers Monitoring	0.679	-0.044**

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

The findings in Table 4.8 shows that there was a negative, weak, and insignificant relationship between team work and the students' academic achievement in public secondary schools ($r = -0.112$, $p = 0.294 > 0.05$). This implies that team work as a strategy used by the

principals in the management of teachers in public secondary schools in Kilifi South Sub-County is not an effective strategy and does not help teachers to improve their performance and the academic achievement of students. Thus, the principals in public secondary schools in Kilifi South Sub-County need to improve their team management to improve the performance of teachers and students. These results contradict the findings of Boakye (2015) that teamwork positively relates to employee performance.

The results further show that there was a positive, weak and insignificant relationship between teacher incentives and the students' academic achievement in public secondary schools ($r = 0.050$, $p = 0.639 > 0.05$). As noted by Rachi (2015), incentives such as overtime pay, gifts, and professional development opportunities motivate teachers to work hard and improve the performance of learners. Therefore, school principals need to review the types and quality of incentives in order to improve teachers' performance and, consequently, lead to improved students' academic achievement.

The study also revealed a positive, moderate, and significant relationship between teacher professional development and the students' academic achievement in public secondary schools ($r = 0.302$, $p=0.004 > 0.05$). This implies that supporting teacher professional development was an effective teacher management strategy straggly used by the principles in public secondary schools in Kilifi South Sub-County. The findings confirm the findings of a study by Guodong (2015) in England on professional development and student achievement, which established that teachers' participation in professional development was positively associated with higher students' academic achievement.

On the contrary, the study established a negative, weak, and insignificant relationship between principals' monitoring of teachers and the students' academic achievement in public

secondary schools ($r = -0.044$, $p = 0.679 >0.05$). This shows that monitoring of teachers as a strategy used by the principal in the management of teachers has a negative influence on students' achievement. This revelation contradicts the findings of studies by Ibrahim (2020), Hallinger (2014), Odinko (2014), and Pulukadang (2018), which found that monitoring of teachers' performance enables the principal to clearly identify areas that need improvement and provide professional support to teachers, which leads to improvement in students' academic achievement. The findings could suggest that principals in public secondary schools are not well equipped with the expertise and skills needed to effectively monitor the teachers. Therefore, principals need to improve on teacher monitoring as a strategy used in the management of their teachers in order to improve the academic achievement of the students.

Teacher management strategies were further correlated with students' performance in terms of KCSE grades. This was done to establish if teacher management strategies used by the principals influenced the performance of students in KCSE mean grade. The summary of the findings is presented in Table 4.9.

Table 4.9: Correlation Analysis of students results in terms of KCSE Grades

Principals' Teacher Management Strategies		
	Pearson correlation	1
Principals' Teacher management strategies	Sig.(2-tailed) N	89
	Pearson correlation	-0.046
KCSE Grades	Sig.(2-tailed) N	0.666 89

The findings in Table 4.9 show that there was a negative, weak, and insignificant relationship between principals' teacher management strategies and students' academic achievement in terms of KCSE grades in public secondary schools in Kilifi South Sub-County ($r = -0.046$, $p = 0.666 > 0.05$). This implies that the teacher management strategies used by the principals contribute to the ineffective performance of students in KCSE exams. Hence, there is a need to revise the strategies used by the principals if better performance of students in KCSE exams is to be realized in Kilifi South Sub-County.

Similarly, the study correlated teacher management strategies used by principals with student performance on formative assessments. This was done to ascertain whether there was a relationship between principals' teacher management strategies and students' academic achievement in terms of formative assessments and, if so, how strong it may be. The summary of the findings is presented in Table 4.10.

Table 4.10: Correlation Analysis of students results in terms of Formative Assessments

		Principals' Teacher Management Strategies
Pearson correlation		1
Teacher management strategies	Sig.(2-tailed) N	89
	Pearson correlation	-0.114
Formative Assessments	Sig.(2-tailed) N	0.287 89

The findings in Table 4.10 revealed that there was a negative, weak and insignificant relationship between principals' teacher management strategies and students' academic achievement in terms of formative assessments in public secondary schools in Kilifi South Sub-County ($r = -0.1114$, $p = 0.287 > 0.05$). This shows that teacher management strategies used by

the principals in Kilifi South Sub-County negatively influence the academic achievement of students. Thus, principals need to review their teacher management strategies to improve students' achievement in formative assessments.

It can be said that correlation analysis of the findings reveals that the management strategies used by the schools in public secondary schools in Kilifi South sub-county need to be improved as they have not helped to improve the performance of students in both formative assessments and KCSE mean grades.

4.9. Findings and Interpretation on the Document Analysis

The study used various documents to gauge if there was a link between the principals' teacher management strategies and the students' academic achievements in public secondary schools in Kilifi South Sub-County. The analysis of the examination results files, from various schools revealed dismal academic performance from students in the region over time. On the institutional policies, rules and regulations, it was clear that they were set but not up to date and often not implemented, the principals seemed to be overwhelmed and had limited time for the teachers as well as following up the execution of these rules and regulations. On the teacher's appraisal documents, the study showed that most schools principals did not set time for this important exercise as they were busy throughout. Last but not least, it was not clear how the principals' schedule for teachers upgrading and development, since most school principals did not show clear plans for their teacher's upgrade schedules. In conclusion it is evident that most school principals kept these relevant documents, but most of them were not executed, most of them were not up to date as expected. All these shortcomings in the document analysis could not be ultimately linked to the principals' teacher management strategies and students' academic achievement in public secondary schools in Kilifi South Sub-County.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is a presentation of the summary and the conclusion of the study. It further presents the recommendations of the study which are based upon the findings as well as the suggestions for further research.

5.2 Summary of the Study

The study sought to find out the influence of principals' teacher management strategies on students' academic performance in public secondary schools in Kilifi South Sub-County. The study was guided by the Total Quality Management theory and the Reinforcement theory. A convergence parallel design/descriptive survey research design was adopted for the study. The target was public secondary schools, principals, teachers, and students, Quality Assurance and Standards Officer and Teacher Service Commission Sub-County Director. Reliability of the instruments was tested using the test-retest technique. The researcher used both closed and open-ended questionnaires to collect data from teachers and students. Semi-structured interviews were used to collect data from principals, Quality Assurance and Standards Officer and Teacher Service Commission Sub-County Director. Qualitative data was arranged into themes and recorded in the form of narratives and direct quotations.

The first objective was to assess whether principals' provision of incentives to teachers as a strategy has effects on students' academic achievements in public secondary schools in Kilifi South Sub-County. Under this objective, the study established that most teachers 74(83.2%) disagreed that their principals give teachers opportunities for professional development as an incentive to improve their performance. A number of teachers 64(71.9%) were in agreement that

teachers are given over time bonuses to motivate them. A big number of teachers 59(66.3%) consented that in their schools, incentives are given to teachers inform of gifts. Most of the study participants were of the view that school principals ensure job security for teachers. Most students 190 (62.4%) strongly greed that their principal gives the teachers gifts to motivate them, which in the end they improve their teaching that eventually influences students' academic achievements.

The second objective was to establish the extent to which principals' strategy of promotion of teacher team work influences students' academic performance in public secondary schools in Kilifi South Sub-County. The results showed that most of the study participants agreed that team work provided opportunities for continuous improvement of teachers. It was further established that 71(80%) of the teachers agreed that teamwork among teachers and principals led to higher rates of satisfaction among teachers. A big percentage of the study participants disagreed that the principals encourage teachers to participate in decisions that concern students' academic achievement. Most teachers 75(84%) strongly agreed that principals encourage collaboration of teachers in helping the learners achieve their targets. Most of the students disagreed that their principals encourage co-teaching. This lack of teamwork between the teachers and principals influences students' academic achievements.

The third objective was to find out whether the principals' support of teachers' professional development as a strategy influences students' achievements in public secondary schools in Kilifi South Sub-County. The results indicate most study participants disagreed that the principals encourage teachers to attend the seminars. Regarding whether the principals recommended teachers for professional development courses, the majority of the teachers 63 (70.8%) disagreed, which is a big challenge in regards to the professional development of teachers. It was further established that most participants consented that the principals encourage sharing of knowledge

among the teachers. The findings further revealed that most teachers 73(82.0%) affirmed that their principals assign challenging responsibilities to the teachers. The majority of the students, 214 (70.4%) disagreed that their principals organize workshops for the teachers. Most of the students 245(80.6%) disagreed that their principals allow teachers to go for further studies. Professional development of the teachers surely improves teaching which has influence on students' academic achievements.

The fourth objective sought to assess whether principals' strategy of monitoring of teachers' syllabus coverage influences students' academic achievements in public secondary schools. The results indicate that 59(66.6%) of the teachers strongly agreed that teacher monitoring leads to effective teaching and learning. Most of the teacher participants agreed that teacher monitoring helps to provide regular support to teachers. Most teachers 77(86.8%) disagreed that there is monitoring of teachers teaching in classrooms. The majority of the students were not sure whether their principals monitor syllabus coverage. The statement that the principal sometimes checks on our class work was agreed upon by the majority of the students 176(57.9%) and only the minority 4(1.3%) of the students disagreed with the statements. Syllabus coverage assists students to be ready for KSCE exams, and if teachers are monitored by principals to ensure it is covered then this equips students with content for exams.

5.3 Conclusions of the Study

The study made several conclusions based on the findings of the study. Regarding principals' provision of incentives to teachers as a strategy of improving students' academic achievements, it was concluded that most principals do not give teachers opportunities for professional development as an incentive strategy. It was also concluded that most teachers, especially those employed by board of management are given paid leave and let to go for their

leave as incentives to improve their teaching work, though most principals still give teachers overtime bonuses to motivate them.

In terms of team work as a strategy used by the principals to manage teachers, it was concluded that teamwork provided opportunities for continuous improvement of teachers. It was also concluded that team work between teachers and principals led to higher rates of satisfaction among teachers. However, the study found out that most principals do not encourage teachers to participate in decisions making that concern students' academic achievement, hence putting the overall academic achievement at stake in Kilifi South Sub-county.

Concerning principals' support of teachers' professional development and students' academic achievement, the study concluded that principals do not encourage teachers to attend the seminars, in-training and the workshops which are meant to improve the performance of teachers and consequently students' academic achievement. It was also concluded that the principal should encourage sharing of knowledge among the teachers. This had great influence on the teachers, as well as their teaching practices which if compromised, it eventually influenced the students' academic achievements.

Lastly, concerning monitoring of teachers' syllabus coverage and students' academic achievements, it was revealed that teacher monitoring leads to effective teaching and learning and the majority of the teachers perceived monitoring negatively. These affected the teacher's mood and teachers work that eventually had an influence on the students' academic achievements.

On the document analysis guide, it was established that most secondary school principals acknowledged that these guides are vital blue prints for management of school activities, including teacher and student management for better academic performance. Most principals had the

documents intact in their offices, but had no clear plans and schedules on the implementation and updates of these guides since, principals seemed to be overwhelmed in managing the schools.

5.4 Recommendations

Based on the findings of the study, the researcher made recommendations for the policy, theory, practice, and the suggestion for further research.

(a) Recommendations for Policy

The study found that most teachers in Kilifi South Sub-County do not do professional development studies. Therefore, the study recommends that the policy makers particularly the Ministry of Education improves on the existing professional development polices in public secondary schools so as to allow the teachers to embrace professional development. Therefore, the principals in public secondary schools should be giving the teachers opportunities for professional development such as attending to workshops and seminars to help them acquire skills that can allow them to perform better and consequently improve the academic achievements of the students.

The study established gaps in the document guides such as the exam results reports, teachers' appraisals reports, teacher's professional development plans, students mark sheet and teacher's attendance reports. Therefore, recommendations were made for the principals to make these vital documents functional and keep them up to date throughout. Principals should be able to provide the documents on an instant whenever there is an inspection by the quality and standard assurance officer as well as the TSC Sub-County Director.

(b) Recommendations for Theory

The study was guided by the Total Quality Management theory and reinforcement theory to establish the influence of principals' teacher management strategies on the academic performance

of students in public secondary schools in Kilifi South Sub-County. However, it was discovered that these theories are less applied by the principals in the management of teachers. Therefore, the study recommended for more application of the theories by the secondary school principals to allow them effectively manage teachers and consequently improve the performance of students in public secondary schools in Kilifi South Sub-County.

(c) Recommendations for Practice

It was discovered that monitoring of teachers teaching in classrooms was not effectively done in public secondary schools. Therefore, the study recommended that the principals should effectively monitor teachers in class rooms to improve their teaching, as well as the students' academic achievements. It was also established that there is laxity on the inspection of the principals' work by the Teacher's Service Commission Sub-County director and the Quality Assurance and Standard Officer. Recommendations were made for them to make these inspections a reality, for the principals to improve on their management strategies on the teachers' as well as the students' academic achievements.

5.5 Suggestions for Further Research

The study recommended that a study on principals' teacher management strategies and students' academic achievement in public secondary schools be carried out in other Sub-Counties in Kenya so as to find out if similar findings can be realized. This would allow principals from other low-performing public secondary schools to be helped on how to improve their teachers' management strategies which consequently helps improve the performance of students in public secondary schools nation-wide.

REFERENCES

- Adete, L. (2017). *What is a pilot study?* <https://s4be.cochrane.org/blog/2017/07/31/pilot-studies/>
- Akhtar, I. (2016). *Research design.* file:///C:/Users/Student.COMP34/Downloads/BookChapters.pdf
- Allensworth, E. (2016). *The role of teacher leadership in how principals influence classroom instruction and student learning.* <https://www.journals.uchicago.edu/doi/epdf/10.1086/688169>
- Alexopoulos, N. (2019). *Resolving school staffing problems in Greece: a strategic Management approach.* <https://www.frontiersin.org/articles/10.3389/feduc.2019.00130/full>
- Anning, S. (2020). Impact of teachers' professional development on students' academic performance in higher education. *International Journal of Advanced Education and Research*, 5(2), 50-57.
- Argyrios, A., & Iordanidis, G. (2014). Management and Administration Issues in Greek secondary schools. *Education Research International*, 1(2), 11-20.
- Armstrong, M., & Taylor, S. (2020). *Armstrong's handbook of human resource management practice.* file:///C:/Users/Teacher/Downloads/Armstrongs%20Handbook%20of%20Human%20Resource%20Management.pdf
- Ballangrud, R., Husebo, S.E. (2017). Cross-cultural validation and psychometric testing of the Norwegian version of the teamwork perceptions. *BMC Health Services Research*, 17(1), 799-809.
- Blankenstein, M. (2019). *A short history of quality management.* <https://www.linkedin.com/pulse/short-history-quality-management-mark-blankenstein>
- Boakye, E. (2015). *Impact of team work on employee performance.* file:///C:/Users/Lenovo/Downloads/abstract.pdf
- Bordens, K. S., & Abbott, B. B. (2008). *Research design and methods. A process* Boston: Pearson Education.
- Brand, J. (2010). *The human resource department's role and conditions that affect its Development: Explanations from Austrian CEOs.* conditions_that_affect_its_development_Explanations_from_Austrian_CEOs
- Brennan, P. (2014). *The impacts of affordable housing on education: a research summary.* <https://nhc.org/wp-content/uploads/2017/03/The-Impacts-of-Affordable-Housing-on-Education-1.pdf>

- Cardno, C., Robson, Deo, A., Bassett, M. & Howse, J. (2019). *Middle-level leaders as directional leaders in New Zealand schools: A study of role expectations and performance confidence*. UNITEC Institute of Technology. 32-47.
- Chabalala, G., & Naidoo, P. (2021). Teachers' and middle managers' experiences of principals' instructional leadership towards improving curriculum delivery in schools. Available: <https://doi.org/10.4102/sajce.v11i1.910>
- Chandrasekhar, B.V. (2007). *Personnel management*. Retrieved from <https://management-chandrasekhar.blogspot.com/2011/05/personnel-management-1.html>
- Changawa, N.L. (2019). *Effect of innovative teaching strategies of the performance of public secondary schools in Kilifi County Kenya* (unpublished master's thesis). Nairobi University.
- Chepkonga, M.C. (2017). Influence of learning resources on provision of quality education in early childhood development centers in Kenya. *International Journal of Education and Research*, 5(6), 2411-5681.
- Cherry, K. (2006). *Introduction to research methods: Theory and Hypothesis*. <https://library.sacredheart.edu/c.php?g=29803&p=185919>
- Cisse, M. (2009). The Organizational strategies of school management in Japan: Focus on primary school principals. *Journal of College Teaching & Learning*, 6 (5), 3-16.
- Creswell, J. W. (2014). *Research design. Qualitative, quantitative, and mixed methods approach*. Los Angeles, United States of America: Sage.
- Cohen, L. (2013). *Research methods in education* (7th Ed.). Abingdon, Oxon; New York: Routledge.
- Deidre, A. (2013). *The impact of professional development on student achievement as measured by math and science curriculum-based assessments* (Unpublished dissertation). University of North Texas.
- Deming, E.W. (1986) *out of crisis*, Cambridge, ma: mit center for advanced engineering. *Development: explanations from Austrian ceos*. Accessed from conditions_that_affect_its_development_Explanations__Austrian_CEOs
- Deyemi, B. (2010). Teacher-related factors as correlates of learners' achievement in Social Studies in Southwestern Nigeria. *Electronic Journal of Research in Educational Psychology*, 8(1), 313-332.

- Education Cluster Assessment South Sudan (2018). *The educator cluster in southern Sudan*. Accessed from https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/ssec-nation_wide_assessment_report_-_2018-10.pdf
- Emmett, J., & McGee, D. (2013). Extrinsic motivation for large-scale assessments: A case study of a student achievement program at one urban high school. *The High School Journal*, 96(2), 116-137.
- Esterberg, K. G. (2002). *Qualitative methods in social research*. Boston, MA: McGraw-Hill.
- Fariha, H. (2015). Evolution of modern management through taylorism: an adjustment of scientific management comprising behavioral science. *Procedia Computer Science*, 62 (1), 578 – 584.
- Filmer, J, Habyarimana, J., & Sabarwal, S. (2020). *Teacher performance-based incentives and learning inequality*. https://assets.publishing.service.gov.uk/media/5f9057a7e90e072ca3f1ea8f/RISE_WP-047_Filmer_et.al.pdf
- Finnigan, K. (2010). Principal leadership and teacher motivation under high-stakes accountability policies. *Leadership and Policy in Schools*, 9(2), 161—189.
- Fitria et al. (2021). *The effect of rewards and achievement motivation on teachers' performance*. file:///C:/Users/Teacher/Downloads/The_effect_of_rewards_and_achievement_motivation_o.pdf
- Forooq, M., & Khtar, S. (2007). Application of total quality management in education. *Journal of Quality and Technology Management*, 3(2), 87-97.
- Fraser, J., Fahlman, W., Isabelle. G. (2018). Pilot testing for feasibility in a study of student retention and attrition in online undergraduate programs. *International Review of Research in Open and Distributed Learning*, 19 (1), 3-17.
- Frisoli, P.J. (2014). *Teachers' experiences of professional development in (post)crisis Katanga province, southeastern Democratic Republic of Congo: A case study of teacher learning circles* (unpublished dissertation). University of Massachusetts).
- Fryer, R.G. (2011). *Teacher incentives and student achievement: Evidence from New York City Public schools*. https://scholar.harvard.edu/files/fryer/files/teacher_incentives_and_student_achievement_evidence_from_New_York_City_public_schools.pdf
- Gall, M., Gall, J., & Borg, W. (2007). *Educational research. An introduction* (8th ed).

- Gari, A. (2021). *Education committee in Kilifi to determine causes of mass failure*.
<https://www.the-star.co.ke/counties/coast/2021-09-20-education-committee-in-kilifi-to-determine-causes-of-mass-failure/>
- Gatsinzi, P. (2014). Work and school related variables in teacher motivation in Gasabo District, Rwanda. *Journal of Education and Training*, 1 (2), 1-13.
- Geoffrey, M. (2018). *Principal performance improvement tool*. Available:
www.research.acer.edu.au/cgi/viewcontent.cgi?article=1032&context=tll-mis
- Gladstone. R., & Cimpian A. (2021). Which role models are effective for which students? A systematic review and four recommendations for maximizing the effectiveness of role models in STEM. *International Journal of STEM Education*, 1(4), 231-465.
- Gossop, L. (2002). *The organizational benefits of teams*.
<https://journals.sagepub.com/doi/abs/10.1177/0018726702055002184?journalCode=human>
- Guodong, L.Z. (2015). Professional development and student achievement: International evidence from the TIMSS Data. *Journal of Postdoctoral Research* 3(2)1-14.
- Hadiso, S.M. (2018). Practices and challenges of educational leadership in selected secondary schools of Bole Sub-city, Addis Ababa, Ethiopia. *Global Journal of Current Research* 6(1) 1-10.
- Hallinger, L. (2014). *Principal leadership and school capacity effects on teacher learning in Hong Kong*, file:///C:/Users/Library/Downloads/IJEM2016trust.pdf
-
- Hamza, A., Lucky, E. O., & Joarder, M. H.R. (2014). Time management, external motivation, and students' academic performance: Evidence from a Malaysian public university. *Canadian center of science and Education*, 10(13), 55-63.
- Hassan, M. (2021). *Coastal region on the spot over poor performance in 2020 kcse exams*.
<https://ke.opera.news/ke/en/education/77869daa2d6c6cb857282ebb3e49fe32>
- Heathfield, S. (2020). *What is personnel management?*
<https://www.thebalancecareers.com/personnel-management-1917581>
- Hill, H. (2007). Learning in the teaching workforce. *The Future of Children*, 17(1), 111- 127.
<https://smallbusiness.chron.com/importance-teamwork-organizations-14209.html>
- Ibrahim, K. (2020). Monitoring and evaluation of teacher effectiveness, a case of teacher performance appraisal and development tool in public secondary schools in Nyandarua South Sub- County, Kenya. *Advances in Social Sciences Research Journal*, 7(1), 320–329.

- Ingram, H. (2000). Linking teamwork with performance. *Journal of Team Performance Management*, 2(4), 5-10.
- Jeanna, B. (2022). *Teacher collaboration impacts classroom instruction and student achievement*. <https://www.mebanefoundation.com/davileads/teacher-collaboration-impacts-classroom-instruction-and-student-achievement/>
- Jengo, L.S. (2016). *School management in community secondary schools in Rombo District: Effects on the students' academic performance* (Unpublished thesis). The open university of Tanzania.
- Jucius, M.J. (2017). *Personnel management*. Illinois: Irwing.
- Kamau, N. (2017). Towards free day secondary schooling in Kenya: Exposing the Impediments. *Journal of Education and Practice*, 8 (14), 17-22.
- Karamanos, X. (2020). *The influence of professional development methods on student mathematics performance in New Jersey public elementary schools* (unpublished dissertation) Seton Hall University.
- Kariuki, D. (2020). Teacher participation in collaborative professional development and learners' achievement in Kenya. *International Journal of Advanced Research* 1(2) 2320-5407.
- Katana, G. (2019). *Why Coast performs poorly in national exams*. <https://www.jumuiya.co.ke/reasons-behind-poor-performance-in-coast-region/>
- Katana, G. (2022). *Why coast performs poorly in national exams*. <https://www.jumuiya.co.ke/reasons-behind-poor-performance-in-coast-region/>
- Keow, T.N. (2013). *Principal support on teacher collective work in Chinese private secondary schools*. *Social and Behavioral Sciences*, 1 (97), 299-306.
- Kitonga, M.B. (2014). *Determinants of teacher participation in team work for improved performance in public schools in Taita district, Kenya*. <https://ir-library.ku.ac.ke/handle/123456789/10405>
- Kitonka, E. (2018). *The influence of school based management practices on student's academic performance in public secondary schools in Tanzania, a case of Kongwa District, Tanzania*. <http://repository.udom.ac.tz/handle/20.500.12661/1772>
- Kivunja, C. (2018). *Distinguishing between theory, theoretical framework, and conceptual framework: A systematic*. <https://files.eric.ed.gov/fulltext/EJ1198682.pdf>
- Kombo, D. K., & Tromp, D. L. (2018). *Proposal and thesis writing: An introduction*. Nairobi: Paulines Publications Africa.

Kothari, C.R. (2004). *Research methodology; Research and techniques*. New Delhi: New Age International Publishers.

Kuluo, K. (2017). *The impact of teacher training on the performance of students in the KCSE in Narok County*. file:///C:/Users/Lenovo/Desktop/George%20Saruni%20Kuluo.pdf

Kumar, S., & Antonenko, P. (2014). Connecting practice, theory and method: Supporting professional doctoral students in developing conceptual frameworks. *Tech Trends*, 58(4), 54-61.

Levy, P. (2010). *Industrial organizational psychology: Understanding the work place*. New York: Worth publishers.

Luvuno, N.C. (2019). *Effect of innovative teaching strategies on the performance of public secondary schools in Kilifi County* (unpublished Master's Thesis). Nairobi University.

Mabatuk, V. (2016). *Laptops our biggest worry is snakes, hot sun, hard rocks and hot meals*. Retrieved on 06-02.2016 from <http://www.standardmedia.co.ke/article/200018839>

Machado, D.V. (2011). Research design: a contribution to the author. *Online Brazilian Journal of Nursing*, 10 (2), 3-18.

Majid, U. (2018). Undergraduate research in natural science and technology: *Journal on Science and Technology*, 2 (1) 1-7.

Mantheri, A. (2019). *Impact of teacher professional development on student attitudes and experiences in school learning: A case study of Oman*. <https://www.ijlter.org/index.php/ijlter/article/view/1640>

Marquis, A. (2019). *Importance of teamwork in organizations*. <https://smallbusiness.chron.com/importance-teamwork-organizations-14209.html>

Mbangula, D.K. (2022). Effectiveness of principals' roles on school performance: Perspective of school principal-ship. *Research Journal of Education*, 8(1), 1-10.

Mburu, P. G. (2016). *Influence of head teachers' instructional supervision practices on pupils' academic performance in public primary schools in Thika West Sub-County, Kenya* (Unpublished Master's thesis), University of Nairobi.

Meichen, L. (2019). *The impact of teacher professional development programs on student achievement in rural China: evidence from Shaanxi Province*. <https://www.tandfonline.com/doi/abs/10.1080/19439342.2019.1624594?journalCode=rjde20>

- Mgomezulu, B.D. (2018). Impact of monetary incentives on teacher retention in and attraction to rural primary schools: Case of the rural allowance in Salima District of Malawi. *African Educational Research Journal*, 6(3), 120-129.
- Mpokosa, C. (2020). *Managing teachers: The centrality of teacher management to quality education*. <https://www.mona.uwi.edu/cop/library/managing-teachers-centrality-teacher-management-quality-education>
- Mugambi, M., & Ochieng, R.J. (2016). Repositioning school-based teacher management in Kenya: global practices and approaches. *International Journal of Education and Practice*, 4(12), 268-280.
- Mugenda, O., & Mugenda, A. (2013). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Murithi, D. M. (2015). *The role of principals in promoting students' academic performance in secondary schools in Tigania West Sub-County, Meru County, Kenya* (unpublished master's thesis). Kenyatta University.
- Mvumbi, F., & Ngumbi, E. K. (2015). *Companion to research methodology. Focus on humanities, education and social sciences*. Nairobi: CUEA Press.
- Mwanasiti, M. (2019). *Influence of head teachers' management role on learners' academic performance in public primary schools in Kisauni Sub County, Kenya* (unpublished master's thesis). Kenya Methodist University.
- Mwangangi, C. M., Okemasisi, K., & Odhiambo, T. (2022). Determining whether provision of school resources by principals has influence on learners' retention in public secondary schools in Malindi Sub-County. *African Journal of Emerging Issues*, 4(4), 90 - 104.
- Ndungu, N.M. (2018). *Relationship between head teachers' leadership styles and school academic performance in public secondary schools in Kilifi County* (Unpublished thesis) Pwani University.
- Nyana, F., Ssemmanda, E., & Okaka, W. (2019). *Primary school management practices for effective performance of pupils in Uganda*. https://www.researchgate.net/publication/335653502_Primary_School_Management_Practices_for_Effective_Performance_of_Pupils_in_Uganda
- O'Leary, Z. (2014). *The essential Guide to doing your research project (2nd Ed.)*. Thousand Oaks. Sage publishers.
- Obonyo, P. M. (2019). *Principals' leadership styles and their relationship with teachers' job Satisfaction in Siaya, Kisumu and Kajiado Counties in Kenya*. <https://ir-library.ku.ac.ke/handle/123456789/20155>

- Odhiambo.E. (2019) "Kilifi grapples with education woes"
<http://www.mediamax network. co.ke. /people's daily/Kilifi-grapples with education woes>.
- Odhambo, J. (2020). *Effect of supervision and monitoring of teachers on academic performance in public secondary schools in Marani Sub County, Kenya* (unpublished master's thesis). Mount Kenya University
- Odinko, N. (2014). *Evaluation research theory and practice*. Giraffe books Ibadan, Nigeria.
- Omebe, C. (2014). Human resource management in education: issues and challenges. *British Journal of Education*, 2(7), 26-31.
- Omolo, B. A. (2016). *Total quality management and commercial bank's financial performance in Kenya* (unpublished thesis). University of Nairobi.
- Onyango, G.A. (2019). *Influence of school heads' direct supervision on teacher role performance in public senior high Schools, central region, Ghana*.
<https://files.eric.ed.gov/fulltext/EJ1236226.pdf>
- Otieno M., & Magoma, C. (2022). Principals' roles in monitoring teachers' instructional assessment, and its influence on teaching and learning outcome in secondary schools in Kajiado County-Kenya. *European Journal of education*, 9(26) 1-21.
- Plano, C.V., & Ivankova, N. (2016). *How to assess mixed methods research? Considering mixed methods research quality*. Accessed from <https://methods.sagepub.com/book/mixed-methods-research-a-guide-to-the-field/i1388.xml>
- Perone, M. (2003). *Negative effects of positive reinforcement*.
file:///C:/Users/Teacher/Downloads/Negative_effects_of_positive_reinforcement.pdf
- Popova et al. (2022). *Teacher professional development around the world: The gap between evidence and practice*. <https://watermark.silverchair.com/lkab006.pdf?token>
- Prachi, J. (2015). *Functions of Management*. Accessed from https://www.managementstudyguide.com/management_functions.htm
- Pulukadang, T. (2018). Monitoring and evaluating the performance of teachers through the process of observation in the classroom. *Journal of Social Studies Education Research*, 9(2), 366-387.
- Rakiro, L. (2013). *The effects of institutional teacher reward systems on students' performance in Kenya certificate of secondary education in Rongo District, Kenya* (unpublished thesis) University of Nairobi.

Rawat, S. (2014). *Benefits of teamwork*. <https://www.linkedin.com/pulse/20140828060629-182026999-benefits-of-teamwork>

Republic of Kenya. (2020). *the national assembly twelfths forth session*.
[2http://www.parliament.go.ke/sites/default/files.pdf](http://www.parliament.go.ke/sites/default/files.pdf)

Rumsey, P. (20221). *How to interpret a correlation coefficient r*.
<https://www.dummies.com/article/academics-the-arts/math/statistics/how-to-interpret-a-correlation-coefficient-r-169792/>

Runhaar, P. (2017). Stimulating teachers' team performance through team-oriented HR practices: The roles of affective team commitment and information processing. *International Journal of human Resource management*, 30(5), 1-24.

Runhaar, P. (2015). Promoting teachers' knowledge sharing. The fostering roles of occupational self-efficacy and human resources management. *Educational Management Administration & Leadership*, 3(5), 1–20.

Sajjad, S. M. (2016). *Formulating and testing hypothesis*.
https://www.researchgate.net/publication/325846748formulating_and_testing_hypothesis

Samwel, J. O. (2019). The importance of teamwork on employees' performance – evidence from selected manufacturing companies in Lake Zone Regions of Tanzania. *International Journal of Economics, Business and Management Research* 3 (05), 2456-7760.

Schober, P. (2018). *Correlation coefficients: Appropriate use and interpretation*.
https://journals.lww.com/anesthesiaanalgesia/fulltext/2018/05000/correlation_coefficients__appropriate_use_and.50.aspx

Schreiber,D.G. (2018). *Logistic and linear regression assumptions: Violation recognition and Control*./C:/Users/Teacher/Downloads/SESUG2018_Paper-247_Final_PDF.pdf

Shabibi, A. (2019). Impact of teacher professional development on student attitudes and experiences in school learning: A case study of Oman. *International Journal of Learning, Teaching and Educational Research*, 18 (10), 12-26.

Shete, A. (2015). *Reforms in teacher management and governance in Kenya: A Historical Perspective*. <https://ir-library.ku.ac.ke/handle/123456789/12752>

Sidman, M. (2006). *The distinction between positive and negative reinforcement: Some Additional Considerations*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2223177/>

Svendsen, B. (2016) Teachers' experience from a school-based collaborative teacher professional development programme.
<https://www.tandfonline.com/doi/abs/10.1080/13664530.2016.1149512?journalCode=rtd-e20>

- Tanjung, B. (2020). Human resources (hr) in education management. *Budapest International Research and Critics in Linguistics and Education Journal*, 3(2).
- Taslim, A. (2017). Personnel Management to Human Resource Management (HRM): How HRM Functions? *Journal of Modern Accounting and Auditing*, 13(9), 412-420.
- Teacher Service Commission. (2018). *Teacher performance appraisal and development tool (heads of primary and secondary schools)*. Nairobi.
- Tosato, P., & Corramolino, B. (2014). *Sharing resources in open educational communities*. Accessed from
file:///C:/Users/Teacher/Downloads/SharingResourcesOEC_2014TosatoCarramolinoRubi
a.pdf
- TSC. (2022). *TSC requirements for secondary school teachers in Kenya 2022/2023*.
<https://www.tuko.co.ke/399371-tsc-requirements-secondary-school-teachers-kenya.html>
- Unamba, E. (2022). Effect of team teaching approach on pupil's academic achievement and attitude in mathematics. *Journal of teachers association* 53(3), 14-26.
- Wanansinghe, W.M. (2020). *Improving master teacher's supervision of teaching practice of postgraduate diploma in education*. file:///C:/Users/Teacher/Downloads/E01-05.pdf
- Yangambi, M. (2021). Teacher professional development and Student Achievement in a Developing Country. *Creative Education*, 12 (2), 2283-2300.
- Yildirim, S. (2017). *Comparison of the teachers' evaluation system in the state of Florida, USA and in Turkey* (Master's thesis). University of Florida.

APPENDICES

APPENDIX 1: QUESTIONNAIRE COVER LETTER

TANGAZA UNIVERSITY COLLEGE

PO BOX 15055

NAIROBI- KENYA

Dear Participant,

I am a post-graduate student at Tangaza University College (TUC) a constituency college of the Catholic University of Eastern Africa (CUEA). I am conducting a research on “Principals’ Teacher Management Strategies and students’ Academic Achievement in Public Secondary Schools in Kilifi South Sub-County.” I kindly request for your participation in this study by responding to the given research questions. Be assured that the information you provide will be kept confidential.

Thank you in advance for your participation.

Yours sincerely,

Kilwake Everlyn

APPENDIX 2: CONSENT FORM

I'm a Masters student at Tangaza University College (TUC) a Constituent College of the Catholic University of Eastern Africa (CUEA). I am conducting research on "Principals' Teacher Management Strategies and students' Academic Achievement in Public Secondary Schools in Kilifi South Sub-County." You have been chosen to participate in this study and your participation is voluntary. You may decline to answer any questions presented during the study if you wish. You may also decide to withdraw from this study. Be assured that your identity will be kept with strict confidentiality. Thank you for your willingness to take part in this study.

By signing this consent form, I confirm that I have read and understood the information and I have had the opportunity to ask questions I needed to ask. I therefore agree to take part in this study.

Signature..... DateName.....

APPENDIX 3: QUESTIONNAIRE FOR TEACHERS

Kindly indicate your opinion on the appropriate spaces by ticking your appropriate response.

Section A: Demographic Information

- 1) What is your gender: male [] female []?
- 2) Age: 26-30 years [] 31-35 years [] 36-40 [] 41-45 years [] 46-50 years [] 51-55 years []
56-60 years [] 61 and above []
- 3) What is your highest level of education? Diploma () Bachelor's degree () Master's Degree ()
any other (specify).....
- 4) How long have you worked as a teacher? Less than one year () 2-6 years () 7-11 years () 12-
16 years 17-21 years () above 21years

Section B: Principal-Teacher Teamwork strategy and Students' Academic achievements

5. Please indicate the extent of agreement or disagreement to the following statements.

Tick (✓) appropriately: Strongly Agree (SA), Agree (A), Undecided (UD) Disagree
(DA), and Strongly Disagree (SD).

	Statement	SA	A	UD	D	SD
A.	Team work provides opportunities for continuous improvement among teachers and impacts students' academic achievements					
B.	Teamwork among teachers and principals lead to higher rates of satisfaction among teachers impacts students' academic achievements					
C.	The principal encourages teachers to participate in decisions that concern learners' achievement impacts students' academic achievements					
D.	Principal-teacher team work improves teachers' commitment impacts students' academic achievements					
E.	The principal in our school plays a key role in establishing an environment that facilitates team work among teachers , with the effort to impacts students' academic achievements					
F.	The principal is not supportive towards team teaching					

G.	The principal in this school delegates some responsibilities to teachers., which motivates them to feel part of a team, in the effort to impacts students' academic achievements					
H.	The principal encourages teacher collaboration in teaching					
I.	The principal encourages teachers to share teaching resources such as books, classrooms					
J.	The principal encourages collaboration of teachers and principals in the counseling of students					

6. In your opinion, is there a relationship between principal-teacher team work and students' academic performance? Yes/ No

Explain.....

Section C: Principal-Teacher Professional Development strategy and Students' academic achievements

7. Please tick (✓) in the box below the choice that present the most appropriate response about Teacher Professional Development and Students' Performance: Strongly Agree (SA), Agree (A), Undecided (UD) Disagree (DA), and Strongly Disagree (SD).

	Statement	SA	A	UD	D	SD
A.	The principal encourages teachers to attend the seminars and conferences organized by the school to improve their instructional skills that impact on students' academic achievements					
B.	The principal recommends teacher for further studies (professional development courses), that would improve their teaching practices that may influence students' academic achievements					
C.	The principal encourages on job training of teachers in the effort to improve their teaching practices that would influence students' academic achievements					
D.	The principal assigns challenging responsibilities to teachers to help them grow professionally, and so influence students' academic achievements					
E.	Professional development improves the creativity of teachers and so is the students' academic achievements					

F.	The principal usually invites experts in various educational fields to facilitate conferences for teachers, to help improve their teaching practices					
G.	We normally have workshops at the beginning of every term, and after long terms break to remind teachers of their duties that helps them improve their teaching practices					

8. a) In your opinion, do you think Teacher Professional Development influences students' academic performance? Yes /No.

If yes,
explain.....

If no, explain why?.....

b) What is commonly used at your school for teacher professional development? Teacher Seminars () teacher Conferences () Sponsorship for further studies () workshops () any other (specify).....

Section D: Principal-Teacher Incentives strategy and Students' Academic Achievement

9. a). Please tick (✓) in the box below the choice that present the most appropriate response about Principal-Teacher Incentives and Students' Academic Achievement: Strongly Agree (SA), Agree (A), Undecided (UD) Disagree (DA), and Strongly Disagree (SD).

	Statement	SA	A	UD	D	SD
A.	Our principal gives teachers opportunities for professional development, by letting them go for further studies for them to improve their skills.					
B.	In our school teachers are given paid leave as incentives to motivate them to improve their performance					
C.	Our teachers are given over time bonuses to motivate them to improve teaching practices that influences students' academic achievements					
D.	Incentives in terms of gifts to teachers publicly makes teachers improve their teaching practices that influence students' academic achievements					

E.	In our school, incentives are given to teachers inform of days that motivates them to improve the teaching practices that will impact students' academic achievements					
F.	Incentives are given to teacher based on the teacher's relationship with the principal					
G.	Incentives are given to the teacher depending on a teacher's experience					
H.	Our principal recognizes teachers publicly which motivates them to work harder and hence influence students' academic achievements					
I.	Our principal ensures that there is job security for teachers on board of management in our school which motivates them to improve their teaching practices that impact students' academic achievements					

b) Describe the common type of incentive given to teachers in your school?

.....

Section E: Principals 'Teacher Monitoring of Teachers syllabus coverage strategy and Students' Academic achievement

10. What strategies are employed by your principal to ensure teachers are effectively monitored?

.....

11. Please state the extent to which you agree or disagree with the following statements concerning Principals' Monitoring of Teachers and Students' Academic achievements by ticking (✓) in the appropriate box: Strongly Agree (SA), Agree (A), Undecided (UD) Disagree (DA), and Strongly Disagree (SD).

	Statement	SA	A	UD	D	SD
A.	Teacher monitoring of syllabus coverage leads to effective teaching and leaning					
B.	Monitoring of teachers' lesson delivery in classes is perceived negatively by the teachers					
C.	There is monitoring of teachers' lesson planning and lesson notes					
D.	Monitoring of teachers' class attendance allows them to accomplish their targets in time					

E.	There is monitoring of teachers teaching in classrooms					
F.	Monitoring alerts teachers on their instructional pace on curriculum and hence syllabus coverage					

12. Please indicate the number of times you have benefited from the teacher management strategies shown in the Table:

Teacher management strategies	Teacher Incentives	Team work	Professional Development	Teacher Monitoring
Number of Times				

13. Please indicate as percentage (%) the level in which your students' academic achievements have improved as a result of your involvement in the principal teacher management strategies.

Performance indicator	Percentage improvement
KCSE mean grades (KCSE)	
Formative Assessment (FA)	

APPENDIX 4: QUESTIONNAIRE FOR STUDENTS

Kindly indicate your opinion on the appropriate spaces by ticking your appropriate response.

Section A: Demographic Information

1. What is your gender: male [] female []
2. Age: 12-16 years [] 17- 21 years [] 22 and above []
3. Class: Form 1 [] Form 2 [] Form 3 [] Form 4 []

Please indicate the extent of agreement or disagreement to the following statements. Tick (✓) appropriately: Strongly Agree (SA), Agree (A), Undecided (UD) Disagree (DA), and Strongly Disagree (SD).

Section B: Principal-Teacher Teamwork	SA	A	UD	D	SD
a) Our principal encourages co-teaching /team teaching					
b) Your principals encourages teachers to share resources such as text books, lessons classroom					
c) Team work is evident among teachers and principals in counseling students					
Section C: Teacher Professional Development	SA	A	UD	D	SD
a) Your principal organises workshops for the teachers					
b) Your principal allows teachers to go for further studies					
c) Teachers at our schools usually attend workshops within and without					
Section D: Principal-Teacher Incentives	SA	A	UD	D	SD
a) Our principal gives teachers gifts to motivate them					
b) Your principal recognises teachers publicly for their efforts towards improving students grades					
c) Our principal praises teacher for their teaching work					
Section E: Principals' Monitoring of Teachers	SA	A	UD	D	SD
a) Your principal monitors syllabus coverage of teachers					
b) Your principals monitors teachers when teaching in class					
c) There is no monitoring of teachers in our schools by the principal					

4. In your view, how does principals' monitoring of teachers influence your academic achievements?
-

5. In your opinion, does principal-teacher teamwork influence students' academic achievements? Please explain
-

6. Which are some of the incentives given to teachers in your school?
-

APPENDIX 5: INTERVIEW GUIDE FOR PRINCIPALS

1. Gender: Male () Female ()
2. What is your age (in years) between 25-30 () 31-36 () 37-42 () 43-48 () 49-54 () 55 and above ()
3. What is your highest academic qualification? () PhD () Masters () BEd () others: (Please specify).....
4. For how long have you been a principal? Below 5 years (), 6-10 years () 11-16 yrs. (), 17-21 years (), above 21 years ().
5. How do you promote team spirit?.....
6. How do you ensure effective team work among the teachers in your school?
7. What are the common teacher development activities that exist in your school?
8. How do the teacher development activities mentioned in 7 enhance the performance of students?
9. Does professional development impact on students' performance? Yes () No ().
If yes, explain
.....
I. If no, explain why?.....
9. How often do you give incentives to teachers.....
10. How does the giving of incentives to teachers' influence students' performance?.....
11. In your view, how does monitoring of teachers' influence students' academic performance?
.....
12. What are some of the challenges associated with your teacher management strategies?
.....

APPENDIX 6: INTERVIEW GUIDE FOR TSC DIRECTOR

1. Gender: Male Female
2. What is your age (in years) between 25-30 31-36 37-42 43-48 49-54 55 and above
3. What is your highest academic qualification? PhD Masters BEd others: specify.....
4. How long is your working experience? Below 3 years 4 – 6 years
Above 7 years
5. In your opinion, how is teamwork between teachers and principals ensured in public secondary schools?
6. How do you ensure teachers achieve professional development in public secondary schools in your area?.....
7. How are incentives given in public secondary schools?
8. How do incentives given to teachers, influence students' performance?
9. In your view, does monitoring of teachers lead to effective teaching and learning? If yes please explain.....
10. What could be some of the challenges associated with teacher management strategies in public secondary schools?
11. How can teacher management strategies be improved for the better academic performance of learners in public secondary schools?

APPENDIX 7: INTERVIEW GUIDE FOR QUALITY ASSURANCE OFFICER

1. Gender: Male () Female ()
2. What is your age (in years) between 25-30 () 31-36 () 37-42 () 43-48 () 49-54 () 55 and above ()
4. How long is your working experience in this office? Below 3 years () 4 – 6 years () Above 7 years ()
5. In your opinion, how is teamwork ensured among teachers and principals in public secondary schools?
6. How do you ensure teachers achieve professional development in public secondary schools in your area?
7. What type of incentives are given to teachers in public secondary schools?.....
8. How do incentives given to teachers, influence students' performance?.....

APPENDEX 8. DOCUMENT ANALYSIS

Type of Document	Document Details	Remarks
Mark books / National examination results files	Investigating how students have been performing over the past years	
Policies of the school regarding teacher management and students' performance	Whether there are policies used by principals on teachers to improve students' performance.	
Teacher appraisal documents	Looking at how teachers have been appraised in relation to their students' performance	
Teacher development reports	Looking at activities teachers engage in to improve their performance in terms of students' grades.	

APPENDIX 9: PILOT STUDY RESULTS

a) Reliability Statistics for Teachers

Cronbach's Alpha	N of Items
.817	9

Item-Total Statistics

Statements	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Collected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Team work provides opportunities for continuous improvement among teachers	53.2961	130.258	.219	.826
Teamwork among teachers and principals lead to higher rates of satisfaction among teachers	53.9056	139.353	.318	.817
The principal encourages teachers to participate in decisions that concern learners' achievement	65.7953	147.759	.262	.828
Principal-teacher team work improves teachers' commitment	54.6938	125.760	.198	.826
The principal in our school plays a key role in establishing an environment that facilitates team work	53.9025	125.540	.305	.812
The principal is not supportive towards team teaching	54.8365	136.332	.294	.819
The principal in this school delegates some responsibilities to teachers.	53.8308	129.946	.022	.818
The principal encourages teachers to share teaching resources such as books	55.2068	121.824	.553	.824
Monitoring alerts teachers on their instructional pace and hence syllabus coverage	53.8508	129.966	.024	.838

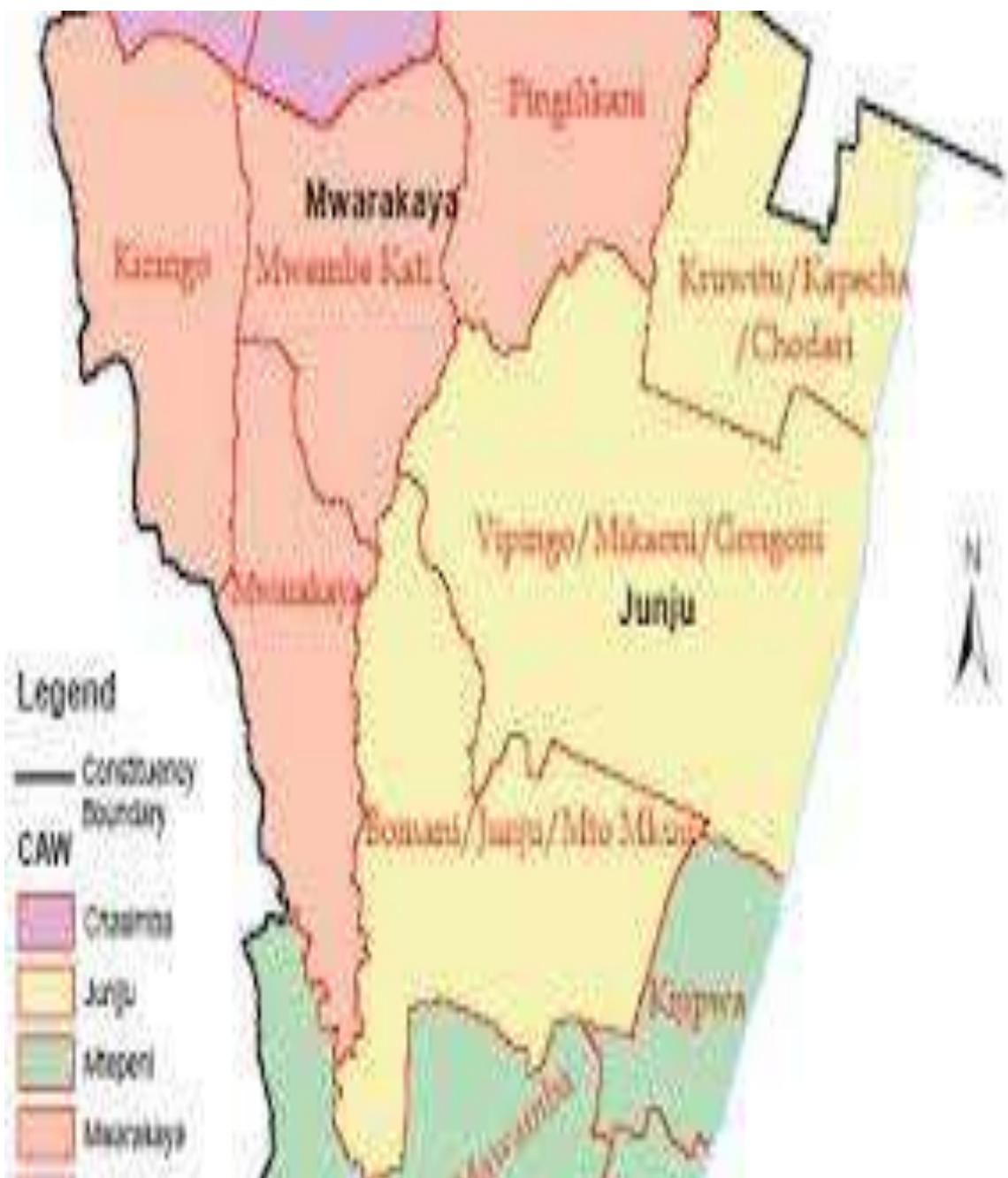
b) Reliability Statistics for Students

Cronbach's Alpha	N of Items
.774	11

Item-Total Statistics

Statements	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Collected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Our principal encourages co-teaching	44.8931	76.979	.232	.783
Your principals encourages teachers to share resources such as text books	44.5126	76.156	.214	.785
Team work is evident among teachers in counseling students	46.3019	77.006	.140	.790
Your principal organizes workshops for the teachers	45.2107	73.460	.411	.773
Your principal allows teachers to go for further studies	46.5094	76.585	.121	.794
Teachers at our schools usually go for workshops	46.4591	68.634	.460	.768
Our principal gives teachers gifts to motivate them	46.6352	70.643	.530	.765
Your principal recognizes teachers for their efforts towards improving students grades	46.6730	73.243	.485	.770
Our principal praises teacher for their teaching work	44.7358	59.804	.677	.744
There is no monitoring of teachers in our schools by the principal	46.5097	76.586	.127	.795
The principal encourages teachers to share teaching resources such as books	46.5136	76.186	.217	.775

APPENDIX 10: MAP OF KILIFI SUB-COUNTY



APPENDIX 11: RESEARCH AUTHORISATION LETTER



TANGAZA UNIVERSITY COLLEGE

The Catholic University of Eastern Africa

OFFICE OF THE DIRECTOR OF POST-GRADUATE STUDIES & RESEARCH

E-mail: dir.pgsr@tangaza.ac.ke

Website: www.tangaza.ac.ke

OUR Ref: DPGSR/ER/05/2022

Date: 22nd June 2022

Everlyne Kilwake
Christ the Teacher Institute for Education
School of Education
Tangaza University College

Dear Kilwake,

RE: RESEARCH AUTHORISATION FOR EVERLYNE KILWAKE, REG. NO. CMLA 1604

Reference is made to your letter dated 8th June 2022 requesting for ethical clearance of your research proposal to carry out a study on "Influence of principals-teacher management strategies on learners' academic achievement in public secondary schools in Kilifi sub-county".

I am pleased to inform you that, your research proposal has been reviewed and you can now apply for research permit. You are advised that before collecting data for your study, you get a **research permit** from the National Commission for Science, Technology and Innovation (NACOSTI). The permit should be attached as appendix in the final thesis. Please note that your research will not be accepted without this permit. You are also advised to adhere to the code of ethics of protection of human subjects during the entire process of your study.

This approval is valid for one year from **22nd June 2022**.

Please, ensure that after the data analysis and final write up, you soft copy of the thesis to the Director of Post-Graduate Studies & Research - Tangaza University College for records purposes.



DANIEL M. KITONGA (Ph.D.)
Director, Post-Graduate Studies & Research
Tangaza University College

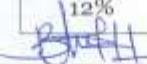
CC: Sr. Dr. Kinikonda Okemasisi – Programme Leader, M. Ed – Leadership & Administration
(CTIE)

APPENDIX 12: NACOSTI RESEARCH PERMIT

 <p>National Commission for Science, Technology and Innovation National Commission for Science, Technology and Innovation REPUBLIC OF KENYA National Commission for Science, Technology and Innovation National Commission for Science, Technology and Innovation Ref No: 456619</p>	 <p>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION National Commission for Science, Technology and Innovation Date of Issue: 18/July/2022</p>
<h2>RESEARCH LICENSE</h2>	
	
<p>This is to Certify that Miss, EVERLYNE NEKESA KILWAKE of Tangaza University College, has been licensed to conduct research in Kilifi on the topic: THE INFLUENCE OF THE PRINCIPALS TEACHER MANAGEMENT STRATEGIES ON LEARNERS ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN KILIFI SUBCOUNTY KENYA for the period ending : 18/July/2023.</p>	
<p>License No: NACOSTI/P/22/18943</p>	
 <p>Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p>	
<p>Verification QR Code</p> 	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

APPENDIX 12: TURN IT IN ORIGINALITY REPORT

MANAGEMENT STRATEGIES AND ACADEMIC
ACHIEVEMENTS OF PUBLIC SECONDARY
SCHOOLS STUDENTS IN KILIFI SUB-COUNTY,
KENYA By Kilwake Everlyn

4/3/23, 4:51 PM	Turnitin - Originality Report - INFLUENCE OF PRINCIPAL'S-TEACHER MANAGEMENT STRATEGIES AND ACADEMIC ACHIEVEMENTS OF PUBLIC SECONDARY SCHOOLS STUDENTS IN KILIFI SUB-COUNTY, KENYA By Kilwake Everlyn	 Similarity Index 12% Internet Sources: 12% Publications: 0% Student Papers: 4%
Turnitin Originality Report Processed on: 03-Apr-2023 16:34 EDT ID: 2050741324 Word Count: 24192 Submitter: 1 INFLUENCE OF PRINCIPAL'S-TEACHER MANAGEMENT STRATEGIES AND ACADEMIC ACHIEVEMENTS OF PUBLIC SECONDARY SCHOOLS STUDENTS IN KILIFI SUB-COUNTY, KENYA By Kilwake Everlyn		
1% match (Internet from 05-Oct-2022) http://repository.tangaza.ac.ke/bitstream/handle/20_500_12342/1366/MUHAYIAN%20GE%20FINAL%20THESIS.pdf?isAllowed=y&sequence=1 <hr/> 1% match (Internet from 05-Oct-2022) http://repository.tangaza.ac.ke/bitstream/handle/20_500_12342/1367/Patrick%20%20Theo%2016-8-2012%20Mod%20Recent.pdf?isAllowed=y&sequence=1 <hr/> 1% match (Internet from 13-Jan-2023) http://repository.kemu.ac.ke/bitstream/handle/123456789/775/Ester%20Wanjiru%20Githaiga.pdf?sequence=1 <hr/> < 1% match (Internet from 05-Oct-2022) http://repository.tangaza.ac.ke/bitstream/handle/20_500_12342/1368/EUTERIA%20FALIANI%20THESIS.pdf?isAllowed=y&sequence=1 <hr/> < 1% match (student papers from 22-Oct-2018) Submitted to Mount Kenya University on 2018-10-22		
< 1% match (student papers from 29-Aug-2022) Submitted to Mount Kenya University on 2022-08-29		
< 1% match (student papers from 18-Nov-2017) Submitted to Mount Kenya University on 2017-11-18		
< 1% match (student papers from 02-Mar-2019) Submitted to Mount Kenya University on 2019-03-02		
< 1% match (student papers from 07-Nov-2017) Submitted to Mount Kenya University on 2017-11-07		
< 1% match (student papers from 28-Sep-2018) Submitted to Mount Kenya University on 2018-09-28		
< 1% match (student papers from 22-Aug-2018) Submitted to Mount Kenya University on 2018-08-22		
< 1% match (student papers from 28-Sep-2022) Submitted to Mount Kenya University on 2022-09-28		
< 1% match (student papers from 15-Feb-2023) Submitted to Mount Kenya University on 2023-02-15		
< 1% match (Internet from 11-Jun-2022) http://ir.oaea.edu/pspu/bitstream/1/6130/1/Rev.%20Fr.%20Enmanuel%22%20Coassertion%2C%20Printed%2022%20May%202018.pdf		
< 1% match (Internet from 23-Oct-2022) http://ir.oaea.edu/pspu/bitstream/1/100/1/Michael%20Tamu.pdf		
< 1% match (Internet from 18-Nov-2022) http://ir.oaea.edu/pspu/bitstream/1/99/1/Mary%20Kavindu.pdf		
< 1% match (Internet from 05-Mar-2023) http://ir.oaea.edu/pspu/bitstream/1/1200/1/MSAUA%20CO%20DISSERTATION.pdf		
< 1% match (Internet from 15-Nov-2022) http://ir.oaea.edu/pspu/bitstream/1/683/1/Saima%20Final%20Thesis%202022-10-2019for%20binding.pdf		
< 1% match (Internet from 25-Oct-2022) http://ir.oaea.edu/pspu/bitstream/1/121/1/Rose%20Nare%20Final%20Thesis%20March%202014.pdf		
< 1% match (Internet from 15-Nov-2022) http://ir.oaea.edu/pspu/bitstream/1/683/1/ATAND%20ES19%20FINAL.pdf		
< 1% match (Internet from 05-Mar-2023) http://ir.oaea.edu/pspu/bitstream/1/1205/1/JUHA.pdf		
< 1% match (Internet from 12-Oct-2022) https://zenodo.meson.ac.ke/bitstream/handle/123456789/4120/THESIS.pdf?isAllowed=y&sequence=1		
< 1% match (Internet from 10-Dec-2022) https://zenodo.meson.ac.ke/bitstream/handle/123456789/1473/FINAL%20THESIS.pdf?isAllowed=y&sequence=1		
< 1% match (Internet from 31-Jan-2023) https://www.researchgate.net/publication/23898686_Incentives_for_Teacher_Refraction_Evidence_from_the_Gambian_Hardship_Almost		

https://www.turnitin.com/report_printview.asp?egg=1&eb=1&esm=5&cid=2050741324&sid=0&in=0&m=2&svr=3&r=19.27256252848788&lan.. 1/23.