

**Influence of Principal's Instructional Supervisory Practices on Teacher's Job  
Performance in Public Secondary Schools in Mukurweini Sub-County, Nyeri, Kenya**

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SE104/00008/2021**

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

**School of Education**

**Tangaza University**

**Nairobi - Kenya**

**OCTOBER, 2025**

## DECLARATION

I, the undersigned declare that this thesis is my original work and has not been submitted to any other university for award of any degree. All sources of information have been acknowledged.

Signature



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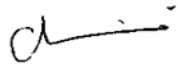
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## **DEDICATION**

I dedicate this thesis my husband Simon Muema, my sons Jasin, Ian, Kyle and Ethan as well as to my late father, my mother, siblings, friends and colleagues for their continuous encouragement and support.

## ACKNOWLEDGEMENTS

I acknowledge the Almighty God for enabling me and for providing me with the opportunity and financial resources to take up this study. Special thanks go to my very patient, understanding, and competent, insightful and supportive supervisors Dr. Celestine Ndanu and Dr. Michael Kimotho for their timely guidance, advice and encouragement and for never giving up on me during the thesis writing period. My heartfelt gratitude also goes to Sr. Dr. Jane Gikonyo, Director Christ the Teacher Institute of Education and Dr. Shem, MED program leader for their encouragement throughout my academic journey. My deepest gratitude goes to all my lecturers at Christ the Teacher Institute of Education (CTIE), Tangaza University for imparting knowledge and for motivating me through my studies. I extend my special acknowledgement to all my course mates for their continued support and encouragement through our academic journey. I specially acknowledge my colleagues and friends who tirelessly offered their support and encouragement through my proposal thesis. I wish to extend my warm thanks to my family for their financial and moral support and for their understanding during my thesis writing period.

## ABSTRACT

This study examined the influence of principal's instructional supervisory practices on teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya. Guided by the Instructional Leadership Theory, the study explored how principals' classroom observation and feedback, collaborative decision-making, modeling best practices, and data-informed decision-making affect teacher job performance. The study adopted a mixed methods approach with convergent parallel mixed methods design. The target population comprised 32 public secondary schools, 32 principals, 672 teachers, and one quality assurance and standards officer (QASO). The sample size included 10 schools selected through proportionate stratified and simple random sampling, 10 principals and 1 QASO purposively sampled, and 184 teachers sampled through stratified and simple random sampling. Data were collected using questionnaires for teachers and interview guides for principals and QASO. Research instruments were validated by Tangaza university research experts and reliability ensue through split-half method. Quantitative data were analysed using descriptive and inferential statistics, while qualitative data were analysed thematically through content analysis. Quantitative findings were presented using tables and bar graphs, while qualitative results were presented using narratives and direct quotes. Ethical standards were upheld through participants signing informed consent forms, confidentiality, and honesty in reporting. The study established that principal's instructional supervisory practices, specifically classroom observation and feedback, collaborative decision-making, modeling best practices, and data-informed decision-making positively influenced teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya. The study concluded that principal's instructional supervisory practices played a vital role in enhancing teacher job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya. Recommendations of the study included that principals should conduct regular classroom observations, provide constructive feedback to teachers, and promote participatory decision-making to enhance teachers' motivation and performance. Additionally, education policy should encourage inclusive planning that values teachers' input, and comparative studies should be conducted to develop context-responsive supervisory practices.

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**ABBREVIATIONS AND ACRONYMS**

<b>CBC</b>	Competence Based Curriculum
<b>ILT</b>	Instructional Leadership Theory
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>PGT</b>	Path Goal Theory
<b>QASO</b>	Quality assurance and Standards Officer
<b>TJPQ</b>	Teachers Job performance Questionnaire
<b>TLT</b>	Transformational Leadership Theory
<b>TPAD</b>	Teacher Performance Appraisal and Development
<b>TSC</b>	Teachers Service Commission

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter provides background information to the study problem, identifying and defining the problem under study. It also captures the study objectives and study questions along with stating the purpose of the study. Further, the chapter states the scope and delimitations of the study, gives the study's theoretical and conceptual frameworks and defines terms used in the study.

#### **1.1 Background to the Study**

Instructional supervision, as posits Al-Kiyumi and Hammad (2020) is a process that helps teachers and schools expand their opportunities and capacity to contribute more effectively to students' academic progress. According to Ozdemir and Sahin (2020), effective instructional supervision enhances student achievement by supporting teachers' professional development. School principals are responsible for improving academic performance in their schools by facilitating the teaching and learning process. Instructional supervision and building teacher capacity are essential factors in enhancing students' academic achievement (LeBlanc & Davis, 2022). As highlighted by a “Teach Primary” initiative implemented in over 30 countries by World Bank, structured classroom observation and feedback mechanisms are instrumental in enhancing teaching quality. Although statistical data on the correlation between instructional supervision and teacher performance were not provided, the program underscored the importance of continuous professional development and support for teachers in enhancing instructional quality (World Bank, 2024).

Teachers' job performance refers to how effectively teachers fulfill their instructional and pedagogical tasks to help students learn and achieve school objectives (Owan, 2018). According

to Arop et al. (2019), teachers' job performance determines how well a school fulfills its objectives. Teacher performance and the quality of learning in an institution is greatly influenced by management and supervisory practices employed by the head of the institution (Rostini et al., 2022).

According to UNESCO (2024), as of 2022, only 64% of primary school teachers in Sub-Saharan Africa (SSA) met the minimum required qualifications, down from 70% in 2012. This decline in qualified teachers highlighted the need for effective instructional supervision to support unqualified or under qualified teachers in a bid to improve overall teaching performance. Similarly, a Global Education Monitoring Report by UNESCO (2024) revealed only one third of school leadership training programs globally addressed all four core dimensions of instructional leadership; setting expectations and vision, fostering collaboration, staff development and pedagogical guidance. Further, merely 30% of countries were found to have regulations mandating training of newly appointed principals, underscoring a significant gap in leadership preparation.

Many studies have been done to establish how principals' supervision impacts teacher job performance. In order to examine the leadership style and supervision of principals in improving teacher performance Warman et al. (2022) carried out a study in public high schools in Kutai Kartanegara Regency, East Kalimantan Province in Indonesia. Their study emphasized that teacher supervision, which includes various instructional activities was essential for enhancing educational quality in schools. This aligned with the focus of the current study which investigated the influence of principal's instructional supervisory practices on teachers' job performance in Mukurweini Sub-county, Nyeri Kenya. By investigating how specific instructional supervisory practices influenced teacher job performance, this study sought to

provide a deeper understanding of how targeted instructional supervisory practices contribute to teacher effectiveness, thereby strengthening the link between instructional supervision and teacher job performance.

Still in Indonesia, another study by Wiyono et al. (2022) sought to find out the influence of instructional supervision techniques on the work motivation and performance of elementary school teachers. The findings of the study concluded that systematic and comprehensive supervision positively influenced teachers' work motivation and competence. Their research reinforced the notion that well-structured instructional supervision is essential for improving teacher effectiveness.

While these researchers established a general link between supervision and teacher motivation, the current study delved deeper into specific instructional supervisory practices that contribute to teacher effectiveness in public secondary schools. By focusing on instructional supervision, the study sought to provide insights that could inform school principals on instructional supervisory practices they could use to enhance teaching and learning.

A study carried out in Vietnam by Huong (2020) to establish the factors that affect instructional leadership in Vietnamese secondary schools highlighted the significance of collaboration between principals, teachers, and other stakeholders in fostering an effective teaching and learning culture. The study reinforced the argument that instructional supervision is not merely an administrative function but a crucial practice that directly influences school outcomes. This study provided relevant foundation for the current study on the influence of principal's instructional supervisory practices on teachers' job performance, by emphasizing the role of school leadership in enhancing instructional effectiveness.

The findings that collaboration was essential for instructional leadership suggested that supervisory practices such as classroom visitation and feedback, and shared decision-making could significantly influence teacher job performance. This study focused broadly on instructional leadership unlike the current study which narrowed down to specific instructional supervisory practices such as classroom visitation and feedback, collaborative decision-making, modeling best practices, and data-informed instructional decisions and how they shaped teachers' job performance. By examining these dimensions, the current study sought to provide a more nuanced understanding of how principal's instructional supervisory practices translated to enhanced teachers' performance, and ultimately to better student academic outcomes.

In Netherlands Schildkamp (2019) explored data-driven decisions for enhancement of schools. This study underscored the pivotal role of data literacy in shaping school leaders' ability to use summative assessment data to enhance student achievement. This finding was particularly relevant to the current study on the influence of principal's instructional supervisory practices on teachers' job performance, as it highlighted the significance of data-informed decision-making in instructional supervision. When principals effectively analyze and utilize assessment data, they can provide targeted feedback, support differentiated instruction, and make informed supervisory decisions that enhance teacher job performance. However, while this study focused on student achievement as the key outcome of data-driven decision-making, the current study shifted the focus to how data-informed decisions shape teacher's job performance. Additionally, while this study identified data literacy as a barrier, it did not explore how principals' capacities to interpret and apply data influences teachers' job performance. The current study sought to bridge this gap by examining how principals' use of teacher evaluation and student assessment data informed

instructional supervisory strategies, ultimately improving instructional effectiveness within a Kenyan context.

To reveal the level of instructional supervision exhibited by the school principals according to the perceptions of teachers, Deniz and Erdener (2020) carried out a study in Turkey. The study highlighted the crucial role of instructional supervision in enhancing both teaching quality and student development. However, the study also revealed that such supervisory activities occurred infrequently, expressing concerns about their consistency and effectiveness.

This study aligns with the current study on the influence of principal's instructional supervisory practices on teachers' job performance. Effective supervision, when consistently implemented, provides teachers with constructive feedback, professional development opportunities, and the necessary support to refine their instructional practices.

While this study emphasized the importance of instructional supervision, it failed to examine how specific instructional supervisory practices directly influenced teachers' job performance. The current study addressed this gap by exploring how these instructional supervisory practices influence teachers' job performance in a Kenyan context.

In Rivers State Nigeria, Nwankwoala (2020) conducted a study to investigate the relationship between instructional supervision and teachers' job performance. The study established a strong link between instructional supervision and teachers' job performance, emphasizing supervisory techniques such as classroom visitation, holding conferences with teachers and clinical supervision. The study's conclusion that these practices significantly enhanced teachers' job performance closely aligned with the focus of the current study on the influence of principal's instructional supervisory practices on teachers' job performance. Regular classroom observation and structured feedback sessions provide teachers with valuable insights to refine their

instruction, ultimately improving their effectiveness in instructional delivery. While this study identified the effectiveness of supervisory practices, it did not explore the contextual factors that may influence their implementation, such as the role of data-informed decision-making in supervision. This gap was addressed in the current study as it established ways in which data-informed decisions influenced teachers' job performance thus providing a deeper understanding of how principals might optimize their supervisory roles to improve teacher job performance. Still in Nigeria a study to examine the adequacy with which instruction was being supervised and the quality of interpersonal relationships between supervisors and teachers as well as teachers' suggestions for improving the instructional supervision was done by Ubogu (2020).

The study found that instructional supervisors provided insufficient support to teachers and were not fulfilling key responsibilities such as classroom observation, evaluating of teaching methods and overseeing teachers' lesson plans. The researcher identified lack of resources as a barrier to effective supervision, ultimately hindering both teaching and learning. The study emphasized that educational supervision loses its purpose unless feedback was utilized to enhance instruction. Effective supervision requires not only structured practices but also adequate resources to sustain the supervision efforts.

While this study highlighted resource constraints as a limiting factor, the current study explored how principals can navigate these challenges by adopting data-informed decision-making, and fostering collaborative decision-making. By addressing these gaps the study aimed to provide insights into strengthening instructional supervision to enhance teacher effectiveness within Kenyan educational context.

A study to establish the role of school heads' supervision in improving quality of teaching and learning in Tanzania by Ngole and Mkulu (2021) identified school heads as key instructional

supervisors, directly influencing students' academic performance and the success of learning institutions. Effective supervision provides teachers with guidance, support, and feedback to enhance their instructional effectiveness.

While this study linked instructional supervision to student academic performance, the influence of specific instructional supervisory practices on teacher job performance remained underexplored. To bridge this gap, the current study investigated how classroom observations and feedback, collaborative decision-making, modeling best practices by principals' and data-informed decisions contributed to teacher effectiveness, ultimately improving learning outcomes and institutional performance.

In Tanzania and Uganda Atuhurra and Kaffenberger (2020) conducted a study aimed at analyzing and quantifying the content and coherence of primary curriculum standards, national examinations, and actual teaching delivered in the classroom. The findings revealed a misalignment between curriculum standards, national examinations and classroom instruction, with teachers delivering content that deviated from the curriculum framework. The lack of coherence suggested the absence of a structured approach to instructional content, potentially leading to poor educational outcomes and reflecting inadequate teacher performance.

This finding relates to the current study on influence of principal's instructional supervisory practices on teachers' job performance as effective supervision is essential in ensuring curriculum alignment. Through classroom observations, feedback, and data-informed decisions, principals can guide teachers in adhering to curriculum standards, enhancing instructional quality and student outcomes. Examining these supervisory roles provides insights to teachers in adhering to curriculum frameworks, ultimately improving teacher performance and educational effectiveness.

A study was conducted by Kuviyo et al. (2022) in Kajiado Kenya to correlate principals' instructional supervision practices and effective teaching and learning process in public secondary schools. This study highlighted a critical gap in instructional supervision among principals in Kajiado County as they were found to spend minimal time on supervision of instruction. The minimal time spend on supervising instruction coupled with infrequent classroom visitation and limited engagement with stakeholders suggested that instructional oversight may not been effectively supporting teachers in improving the teaching and learning process.

The findings of the study reinforced the need to examine the frequency and effectiveness of supervision as well as how principals engage with teachers, students, and parents in supporting instructional quality. This study's focus was on the correlation between instructional supervisory practices but did not explicitly examine how these practices impact teachers' job performance, a gap that was filled by the current study which investigated the influence of principal's instructional supervisory practices on teachers' job performance in public secondary schools Mukurweini Sub-County, Nyeri Kenya.

A similar study by Yego et al. (2020) was tailored to investigate the implementation of instructional supervision and its relationship with teachers' performance in public secondary schools in Nandi North Sub-County, Kenya. The study's findings demonstrated that instructional supervision played a crucial role in enhancing teachers' proficiency in lesson planning, creating assessment materials, and innovative teaching. The study also indicated that principals tended to focus their supervision efforts on teachers whose performance was below expectations, ensuring improvement on their delivery of instruction. Like the current study, this study recognized the pivotal role of instructional supervision in shaping teacher effectiveness. Building on this study's

findings, the current study sought to examine the broader influence of specific instructional supervisory practices employed by principals on the overall performance of all teachers rather than on underperforming teachers only. This current study was conducted in Mukurweini Sub-County, Nyeri Kenya.

In order to establish the influence of principals' instructional supervisory practices on students' academic performance in Kenya Certificate of Secondary Education in public secondary schools Muasa (2022) conducted a study in Mashuru Sub-County Kenya. The study revealed that principals' management of teacher professional records significantly affected students' academic performance and the overall quality of education. Additionally, the study noted that the full impact of principals' classroom visitation practices on students' academic outcomes was not fully realized due infrequently implementation of these practices. Building on these findings, the current shifted focus from students' academic performance to teachers' job performance. While this study indicated that principal's instructional supervisory practices indirectly impacts student academic achievement, the current study' focus shifted to teachers' job performance as a key outcome of instructional supervision. By examining specific dimensions of instructional supervision practices, the current study sought to provide a more comprehensive understanding of how instructional supervision translates to improved instructional practices.

Collectively, these studies underscored the role of principal's instructional supervisory practices in enhancing teachers' job performance and quality of learning in schools. By engaging in effective instructional supervisory practices, principals can foster professional growth among teachers leading to improved overall educational outcomes. While studies existed on how performance contracting, teacher qualifications and administrative changes influence teacher job

performance in Mukurweini Sub- County, Nyeri, Kenya, there was a deficiency of empirical studies examining how principal's instructional supervisory practices influence the same in public secondary schools in the area. The current study aimed to determine the influence of principal's instructional supervisory practices on teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya.

## **1.2 Statement of the Problem**

School principals are central to school improvement; by providing instructional supervision they help shape teaching quality and, ultimately, learners' academic outcomes. Teachers, as the principal actors in curriculum delivery, must perform effectively for educational goals to be met. Several empirical studies indicate that principals' instructional supervision is associated with improved classroom processes and learner outcomes in Kenyan counties and similar contexts (Wekesa, 2022).

Despite this general evidence, Mukurweini Sub-County continues to show low and inconsistent Kenya Certificate of Secondary Education results ((KCSE) results and concerns about teacher effectiveness have persisted locally. Earlier, local investigations identified factors such as low parental involvement, student indiscipline, and parents' educational level as contributors to poor learner outcomes in Mukurweini Sub-County , but they did not establish whether or how principal' instructional supervisory practices contributed to teacher job performance in the Sub-County (Wekesa ,2022).

Nationally and regionally, studies examined links between principals, instructional supervision and student outcomes, teacher motivation, or job satisfaction in other Kenyan contexts (Ndambuki & Mwanza, 2020), yet none of the reviewed empirical work specifically investigated the influence of principal's instructional supervisory practices on teacher's job

performance in public secondary schools in Mukurweini Sub-County, Nyeri County. This absence of context-specific evidence made it difficult for policy makers and school leaders in Mukurweini Sub-County to know which supervisory practices effectively enhanced teacher performance and which areas required targeted capacity building.

If this gap remained unaddressed, persistent teacher ineffectiveness may have continued to produce gaps in students' knowledge and skills, reducing transitions to higher education, and limiting employment opportunities in Mukurweini Sub-County youth. Therefore, the present study sought to fill this gap by investigating how various supervisory practices employed by principals in public secondary schools in Mukurweini Sub-County influenced teachers' job performance, with the aim of identifying evidence-based supervisory practices that could be adopted locally to improve teacher effectiveness and learner outcomes.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate the influence of principal's instructional supervisory practices on teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya. This was done in order to improve on the principal's instructional supervisory practices of principals in order to promote teachers job performance which in return would improve education standards in the Sub-County.

### **1.4 Objectives of the Study**

This study examined the link between principal's instructional supervisory practices and teachers' job performance by focusing on the following objectives:-

- i. To determine the influence of principal's classroom observation and feedback on teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya.

- ii. To establish how principal's collaborative decision-making influence teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya.
- iii. To assess how the modeling of best practices by principals influence teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya.
- iv. To establish how principal's data-informed decisions influence teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya.

### **1.5 Research Questions**

- i. How does principal's classroom observation and feedback influence teacher's job performance in public secondary schools in Mukurweini Sub-county, Nyeri, Kenya?
- ii. In what ways does principal's collaborative-decision making influence teacher's job performance in public secondary schools in Mukurweini Sub-county, Nyeri, Kenya?
- iii. How does modeling of best practices by principals influence teacher's job performance in public secondary schools in Mukurweini Sub-county, Nyeri County, Kenya?
- iv. How does principal's data-informed decision-making influence teachers' job performance in public secondary schools in Mukurweini Sub-county, Nyeri, Kenya?

### **1.6 Null hypotheses**

- i.  $H_{01}$  There is no statistically significant relationship between principal's classroom observation and feedback and teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya.
- ii.  $H_{02}$ . There is no statistically significant relationship between principal's collaborative decision-making and teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya.

- iii.  $H_{03}$ . There is no statistically significant relationship between principal's modeling of best practices and teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya.
- iv.  $H_{04}$ . There is no statistically significant relationship between principal's data-informed decision-making and teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya.

### **1.7 Significance of the Study**

The findings of this study might be important in providing guidance to the national education board in formulating policies that address the teaching quality, instructional supervision and teacher job performance across the education sector and more so in public secondary schools. Also, the study findings might guide school principals in choosing instructional supervisory practices that elevate teachers' job performance thus improving students' academic performance and school productivity. This study also holds significant implications for teachers as it might offer them potential avenues for enhancing educational outcomes and overall academic excellence for their students and educational institutions as a whole. Students as well might benefit from quality instruction from their teachers thus improve on their knowledge and skills acquisition, academic performance and future performance and success in the job market. Researchers like me might benefit by gaining new insights regarding the correlation between instructional supervision and teachers' job performance as well as get recommendations for further research in regard to educational instructional supervision.

### **1.8 Scope and Delimitations of the Study**

Nyeri County has eight Sub-counties in total. However, this study exclusively focused on Mukurweini Sub-County and encompassed all the 32 public secondary schools within it. This

ensured maintenance of a manageable scope, in-depth data collection, and a focused analysis of instructional supervision and teacher's job performance within a specific administrative region. Even though Mukurweini Sub-County has both public and private secondary schools, only public secondary schools were considered in this study as they operate under similar government policies, funding structures, and supervisory frameworks, allowing for more consistent comparisons. Despite their presence in Mukurweini Sub- County, private secondary schools excluded due to differences in management structures, funding and supervision models which could introduce compounding variables. The study only involved public secondary school teachers as they are directly involved in instruction, principals and quality assurance and standards officer (QASO) as they are involved in instructional supervision. Non-teaching staff were not included in the study as their roles within the school are not directly tied to instructional delivery or supervision. The current study specifically examined classroom observation and feedback, principal's collaborative decision-making, modeling best practices, and data-informed decision-making and their perceived influence on teachers' job performance. Narrowing the study's scope on teachers' job performance rather than the general school administration allowed for targeted recommendations.

### **1.9 Theoretical Framework of the Study**

This study was informed by the Instructional Leadership Theory as formulated by Hallinger and Murphy (1985, 1986). Instructional Leadership theory largely emphasizes the guidance and purpose of leaders' impact on student learning through teachers by focusing on instructional practices. This theory underscores the role of school leaders in supporting teachers to improve teaching and learning. Instructional Leadership Theory highlights the pivotal role of school leaders, especially principals, in helping teachers enhance their teaching methods and improve

learning outcomes by concentrating on instructional practices (Sebastian et al., 2019). The theory is founded on the belief that a school leader's primary duty is to foster conditions that support high-quality teaching, which ultimately leads to better student achievement (Grissom et al., 2021). School leaders must prioritize teaching and learning as their core responsibility (García-García et al., 2020). Rather than merely serving as administrators, principals are positioned as instructional leaders who significantly influence the educational experiences in classrooms.

Instructional Leadership Theory places principals and other school leaders at the center of the teaching and learning process. By overseeing instructional programs, offering support to teachers, and cultivating a positive school environment, principals have the potential to steer school improvement efforts and boost student performance (Liebowitz & Porter, 2019).

Instructional Leadership Theory proposes three broad elements; defining the school's mission, managing instructional programs, and Maintaining a positive school-learning climate (Klar & Brewer, 2020). These dimensions are further delineated into ten instructional leadership functions such as follow; framing the school's goals, communicating the school goals to stakeholders, coordinating the curriculum, supervising and evaluating instruction, monitoring student progress, protecting instructional time, providing incentives for teachers, providing incentives for learning, promoting professional development and maintaining high visibility.

School leaders play a critical role in establishing clear academic goals and a shared vision for the school. School goals and expectations must clearly and constantly be communicated to teachers, students, and parents. This ensures that everyone is aligned in their efforts to enhance student outcomes (Sebastian et al., 2019). A unified vision helps to focus the school community on improving student achievement (Hallinger, 2020). Effective goal setting must be data-

informed and must respond to the demands of the school's environment. The school community's input is crucial in goal setting as this ensures the setting of relevant goals.

Principals also supervise and assess instructional quality by observing classroom teaching and providing constructive evaluations to guide teachers in their professional growth (García-García et al., 2020). This component of instructional leadership is essential in offering teachers ongoing feedback and development opportunities (Day et al., 2020). By organizing workshops, promoting peer collaboration, and fostering continuous learning, school leaders ensure that teachers have the resources needed to evolve their instructional practices (Bush, 2020). The theory emphasizes the importance of continuous support for teachers, ensuring they have the tools necessary for professional growth (Grissom et al., 2021).

By engaging in teachers in shared problem-solving, goal setting and instructional planning, instructional leaders promote a positive learning atmosphere, one which facilitates teacher professional development and encourages innovative teaching approaches (Klar & Brewer, 2020). A healthy school environment not only improves teacher performance but also engages students more effectively, leading to stronger academic outcomes (Day et al., 2020). This promotes shared leadership among school stakeholders as well as teacher empowerment.

Instructional leaders set the tone for high quality teaching by demonstrating effective instructional strategies, aligning curriculum and fostering continuous professional development. Principals who demonstrate a commitment to continuous learning encourage a culture of continuous improvement in schools (Leithwood et al., 2020). According to Sebastian and Allensworth (2019), when principals demonstrate instructional strategies, teachers are more likely to integrate them into their classrooms.

Effective instructional leaders use data to tailor teacher support and improve learning. Principals that provide data-driven instructional coaching to teachers influence teacher effectiveness positively (Kraft & Papay, 2019). Further, such leaders take an active role in using student assessment data, teacher evaluation data and other performance metrics to guide instructional improvements, coordinate curriculum, monitor student progress, and supportively supervise instruction. They integrate teacher evaluation data into mentorship and collaborative learning communities to create more sustainable improvements to instruction (Sebastian & Allensworth, 2019). This ensures that the curriculum aligns with educational standards and creates an academic program that is cohesive, consistent, and geared toward achieving student success (Grissom et al., 2021).

A study conducted in Spain by Mumbardó-Adam and Moliner (2023) analysed principals' instructional roles and their impact on teacher autonomy and job satisfaction. Informed by Instructional Leadership theory, the study established that principals' supervisory feedback mechanisms enhanced teacher efficacy and retention. A Singapore-based study by Nguyen and Ng (2023) explored how principals' instructional leadership practices, including supervision impacted teachers' perceived job performance. Anchored on Hallinger's Instructional Leadership theory, the findings of the study indicated that consistent classroom supervision and instructional guidance enhanced teacher commitment and classroom effectiveness. Guided by instructional Leadership theory, a study to explore how secondary school principals as instructional leaders influenced teacher performance through systemic supervision was conducted in Pakistan by Ali and Ahmed (2023). The study established that instructional leadership strategies like shared-goal setting, ongoing feedback, and teacher development in initiatives were strong predictors of teacher performance. Utilizing Webner's Instructional Leadership, model Otieno (2024)

examined the impact of principals' instructional leadership on teacher professional development in Mombasa County, Kenya. The findings of this study indicated that effective instructional leadership positively influenced teachers' pedagogical skills, assessment knowledge, self-efficacy and support for inclusive education practices. Underpinned by Instructional Leadership theory, these studies collectively highlight the critical role of instructional supervision in enhancing teachers' job performance in various educational settings.

### **1.9.1 Strengths of Instructional Leadership Theory**

Instructional leadership's strength lies in its focus on teaching and learning, making it directly relevant to improving student outcomes (Sebastian et al., 2019). According to Robinson et al. (2022), Instructional leadership Theory focuses on improving teacher effectiveness through continuous supervision through classroom observations, coaching, and providing constructive feedback to enhance instructional quality. It aligns well with standards-based reforms and accountability frameworks, where data on student achievement informs leadership decisions (García-García et al., 2020). This theory emphasizes the use of data-informed decision-making to guide educational supervision efforts in order to arrive at better instructional adjustments and targeted teacher support (Marsh et al., 2021). According to Drake (2022) data-driven decision-making ensures that teachers receive training tailored to their specific instructional needs, improving overall teaching efficacy. Further, IL Theory fosters a collaborative and participatory approach to supervision which results to high levels of teacher job satisfaction and commitment to student success. Collaborative instructional supervision further strengthens the relationship between teachers and administrators, promoting shared responsibility of learning outcomes (Kibata & Nyakundi, 2023). IL Theory supports differentiated supervision tailored to teacher needs. It recognizes that teachers have varying levels of competencies and experiences and

therefore need differentiated supervision in order to foster their confidence, motivation, and instructional autonomy (Buchanani et al., 2021)

### **1.9.2 Weaknesses of Instructional Leadership Theory**

Despite its focus on instruction, Instructional Leadership theory tends to overlook other important leadership functions like community engagement, resource management, and addressing student welfare (Day et al., 2020). Furthermore, the demand for principals to deeply engage with classroom instruction can be challenging when weighed against their many administrative duties (Hallinger, 2020). Some critics argue that an overemphasis on top-down instructional leadership may undermine teachers' professional autonomy, potentially leading to resistance or disengagement (Bush, 2020). Additionally, the narrow focus on instruction may not fully capture the complexities of school leadership, which requires balancing multiple responsibilities (Klar & Brewer, 2020). As this theory comprehensively addresses all aspects of the current study, it was used as the study's foundation.

To mitigate these limitations, Path Goal and Transformational Leadership theories were integrated in this study. Path Goal Theory (House, 1996), introduces flexibility by emphasizing the leader's role in clarifying expectations, removing barriers, and adapting leadership styles to teachers' needs to enhance motivation and performance. Transformational Leadership Theory (Bass & Riggio, 2006) complements this by fostering shared vision, empowerment, and intrinsic motivation among teachers. Together these theories balance directive focus on Instructional Leadership with adaptability and inspiration, offering a comprehensive framework for understanding how principals' instructional supervisory practices influence teachers' job performance.

### **1.9.3 Application of Instructional Leadership Theory to this Study**

Instructional leadership theory is applicable to this study as all of its elements are encompassed in the objectives of this study. This theory emphasizes the role of school leaders, particularly principals, in fostering effective teaching and learning by guiding, supporting and monitoring instructional practices (Sebastian et al., 2019). It underscores the need for school principals to establish a shared vision and mission focused on student achievement and highlights the leader's responsibility in curriculum implementation, teacher professional development, and fostering a school culture that prioritizes student achievement.

Within this framework, instructional supervisory practices such as classroom observations, curriculum alignment, feedback, data-informed decision-making, and teacher support are seen as direct tools through which principals influence the quality of teaching and learning (Liu & Hallinger, 2022). Classroom visitation and feedback allow principals to provide targeted, formative input that helps teachers reflect on and refine their teaching strategies. When done consistently and constructively, this fosters a culture of continuous improvement (Sewell, 2021). According to Salo et al. (2021), when principals model evidence-based instructional practices and encourage collaboration around curriculum design and delivery, they contribute to coherent instructional program that aligns with student learning goals.

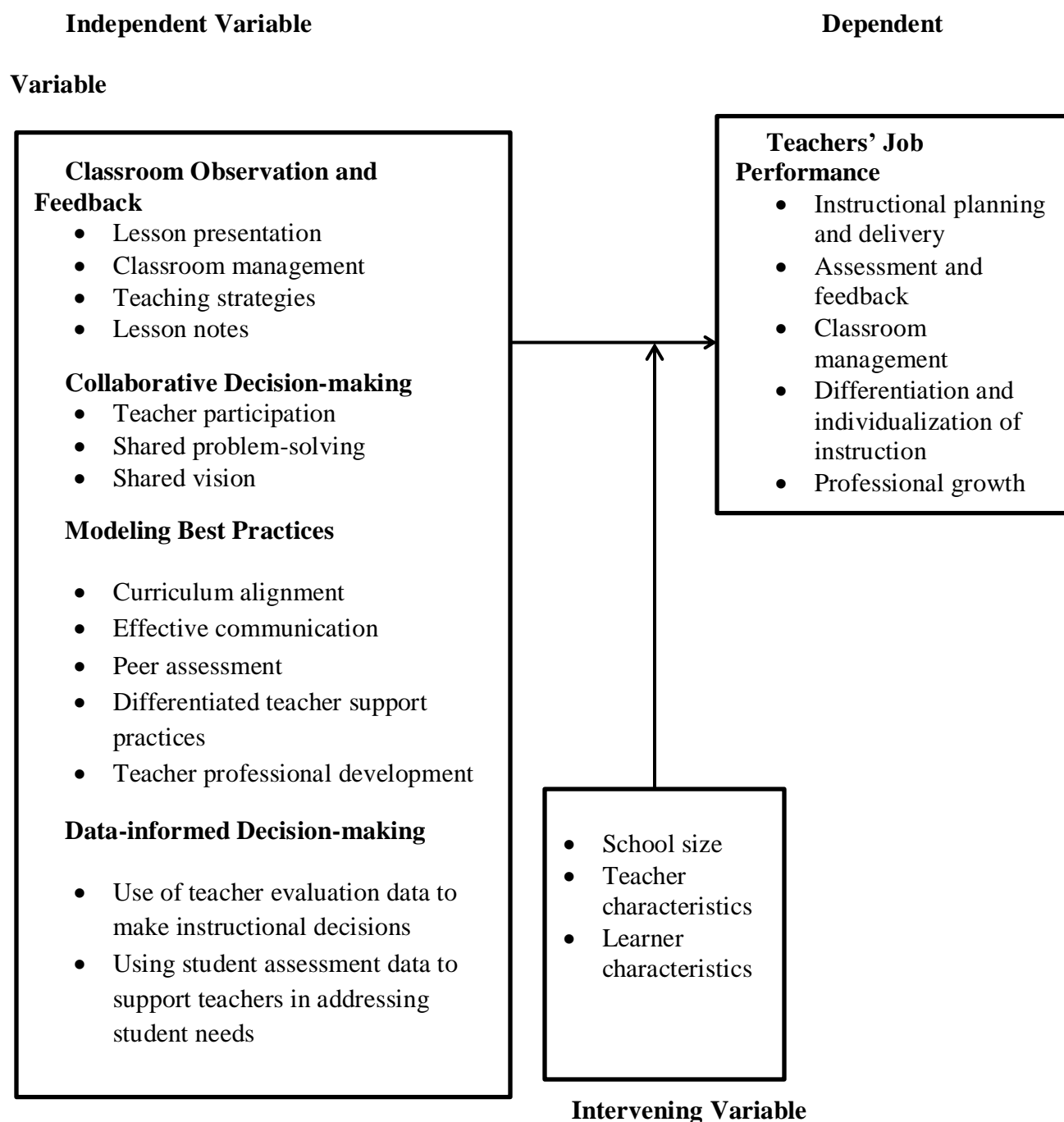
Instructional leadership emphasizes the importance of using data to support teacher development. Principals who analyze student assessment results and teacher performance data collaboratively with staff are better positioned to identify gaps, tailor interventions and support differentiated professional development (Gumus et al., 2020). This practice strengthens both teacher efficacy and motivation, key indicators of job performance.

Moreover, collaborative decision-making, a key component of instructional leadership empowers teachers by involving them in school-wide instructional planning and improvement efforts. This not only enhances teacher autonomy and morale but also leads to greater commitment and higher instructional performance (Mette et al., 2021). Overall, instructional leadership provides a robust lens for examining how principals' behaviors and supervisory practices affect teacher job performance. When principals act as instructional leaders, they create enabling environments where teachers are supported, professionally challenged, and motivated to continuously enhance their instructional effectiveness.

### **1.10 Conceptual Framework**

A conceptual framework is a set of activities and descriptions used to create a visual depiction on how the ideas in a study relate to one another and how the research problem will be studied and is based on the study variables (Marietta, 2022). It shows the correlation between independent and dependent variables as well as other factors that might influence the said relationship. Figure 1 illustrates the relationship between principal's instructional supervisory practices and teachers' job performance, intervened by school size and the characteristics of teachers and learners.

Figure 1

*Interaction of Principal's Instructional Supervisory Practices and Teachers' Job Performance*

Source: *Developed by the researcher (2025).*

In this study the independent variable is principal's instructional supervisory practices. This is a role that involves principals observing teachers while they deliver instruction after which they give constructive feedback to the teachers aimed at improving the teaching and learning process. Collaborative decision making between teachers and principals enhances teamwork and is likely to make teachers feel valued and motivated to deliver instruction appropriately, and to own the decisions so made. This is likely to cultivate a good relationship between teachers and their principals which culminates into a positive working environment. The principal is also tasked to model best practices to teachers such as curriculum alignment, peer assessment, differentiated teacher support practices and effective communication in order to sharpen instructional delivery skills among teachers. Another useful instructional practice by principals is making data-informed decisions. These are helpful especially when designing differentiated professional development programs that suit individual teacher gaps as identified in the supervision process.

In this study the dependent variable is teacher job performance which is greatly influenced by how principals supervise instruction. Teacher job performance is indicated by individual teacher's efficiency in preparing and delivering instruction, the learning outcomes of students, efficiency in assessment of instruction and delivery of assessment feedback, and ability to management classroom appropriately during instruction. Additional indicators of teacher job performance include the teachers' ability to differentiate instruction to accommodate individual learner needs and the teacher's professional growth and development. Intervening variables such as size of school, teacher characteristics and learner characteristics may however affect how the principal's instructional practices relate with teacher job performance. The intervening variables will not be considered in this study.

### **1.11 Operational Definition of Key Terms**

**Classroom observation and feedback:** Principals visiting classrooms to assess teaching strategies, lesson notes quality, student discipline, classroom organization and management based on the frequency of student disruptive incidences, student engagement and curriculum alignment.

**Collaborative decision-making:** Teachers involvement in decision-making, collaborating on instructional issues and understanding of school goals, as shown by their joint problem-solving efforts and sense of belonging to the school's vision.

**Data-informed decisions:** Instructional decisions made by school principals based on student assessment and teacher evaluation data as measured by the frequency of use of teacher-evaluation data, student assessment data and types of data used to make informed decisions by principals and teachers.

**Instructional supervisory practices:** Principals monitoring of teachers through classroom visitation and feedback, involving them in decision-making processes, modeling best practices and making data-informed decisions, as reflected by the instructional supervisory practices they employ.

**Modeling best practices:** Principals aligning instruction with curriculum standards, using peer evaluations for mutual growth, and providing tailored support to teachers, indicated by curriculum alignment, effectiveness of principals' communication, availability of differentiated support services for teachers, and the frequency of peer assessment and feedback from teachers.

**Teacher job performance:** How effectively teachers prepare and deliver instruction, measured by lesson effectiveness in achieving learning outcomes, students' participation during lessons, and the impact of instruction on students' learning outcomes.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter is a representation of two reviewed theories, Transformational Leadership Theory (TL) and Path Goal Leadership (PG) theories in relation to principal's instructional supervisory practices and teachers' job performance. The chapter also reviewed empirical literature according to the research objectives globally, continentally, and locally, as well as identified research gaps that the study aimed to fill and provide a summary of the identified research gaps.

#### **2.2 Transformational Leadership Theory**

Transformational Leadership (TL) theory introduced by Burns (1978) and expanded by Bass (1985) centers on leaders who inspire and motivate followers to exceed expectations by focusing on higher-order intrinsic needs. The core elements of TL theory are idealized Influence (behavioral charisma), Inspirational motivation, intellectual stimulation, and individualized consideration.

In an organization, transformational leaders are idealized leaders that act as role models and inculcate a shared vision, clear objectives, and a united sense of purpose. They are the driving force behind the progress of an organization, leading with zeal and earning respect and trust from their followers. According to Alzoraiki et al. (2018), these leaders instill confidence in their followers to achieve greater outcomes. In the context of education, transformational leaders' behavior impacts the performance of teachers and learners thus leading to enhanced educational outcomes (Milhem et al., 2019).

According to Isha et al. (2023), inspirational school leaders are capable of influencing their followers and continually encouraging them towards progress and excellence through their efforts. They do so by articulating a clear vision that inspires their followers to achieve collective goals (inspirational motivation) and by setting higher expectations and motivating followers to pursue excellence. Such leaders lay down goals and motivational tasks for the followers and simplify the task-related challenges to them. Thus these leaders use inspirational motivation to explain their visions to their followers.

Intellectual stimulation refers to the ability of leaders stimulate innovation and creativity among staff (Heenan et al., 2023). It is the inclination of the transformative leader to tackle the reflection of the follower concerning problem-solving strategies to encourage them to be more creative and innovative. A recent study by Apiany et al. (2023) highlights the role of intellectual stimulation in positively influencing teachers' creativity. By encouraging teachers to question traditional practices and explore innovative teaching, transformational leaders foster an environment for creative thinking and problem-solving. This approach not only enhances instructional strategies but also contributes to the overall innovation performance of educational institutions (Amurao, 2024).

Leaders adopting an individualized consideration aspect are capable of handling, respecting and viewing the individuality of an employee. Such leaders are keen on individual employee's needs, achievements, and growth. Transformational school leaders direct teachers in reinforcing their strengths through teaching, sharing and redirecting (Saleem et al., 2022). They provide support and mentorship to teachers through the provision of tailored feedback and professional development opportunities to address specific teacher needs. According to Ebrahim et al. (2022),

such leaders are seen as coaches and teacher advisors, paving the way for opportunities that challenge the development and growth of teachers all the while enhancing their motivation.

Principals who adopt this leadership style aim to foster an environment that promotes teacher development and student achievement. Transformational leadership greatly influences principals' approaches to instructional supervision by fostering collaborative and supportive environment within educational institutions. According to Alzoraiki et al. (2023) there exists a positive link between transformational leadership and teachers' satisfaction and commitment, which in turn translates to enhanced job performance and students' academic outcomes. Transformational leaders establish a supportive teaching and learning atmosphere, encourage collaboration and open communication between teachers and students, and inspire students to achieve their highest potential. Additionally, these leaders recognize and reward good performance, and provide constructive feedback to help teachers improve their instructional practices (Sanchez-Rosas et al., 2023). As opines Saleem et al. (2022), a good leader is capable of effectively and smoothly leading a team.

The strength of TL theory lies on its emphasis on the importance of leaders fostering innovativeness and adaptability for enhanced organizational performance. Transformational leadership significantly contributes to an organizations performance through the development of dynamic capabilities and organizational innovation (Agazu et al., 2025). Leaders that adopt transformational leadership style encourage employees to think creatively and challenge existing processes. According to Gachugu (2023), these leaders play a crucial role in driving digital innovation in organizations. Generally, transformational leadership shapes an organization's culture, which in turn impacts performance outcomes (Nguyen et al., 2023).

On the down side TL theory heavily emphasizes the leader's charisma and vision, which may create an overdependence on the leader and reduce shared leadership or team autonomy. In schools this might suppress teacher agency or suppress diverse perspectives. When transformational leaders centralize power, the result is less collaborative decision-making (Nguyen et al., 2023). Further, transformational leadership is not universally effective and may not work well in school contexts where basic needs or structures are lacking. This is because transformational leadership is more effective when organizational structures are already stable (Agazu et al., 2025). According to Ystaas et al. (2024), transformational leadership poses a high emotional demand on leaders which can lead to burnout. The demand to constantly inspire and model best practices and may strain leaders over time.

TLT is applicable in educational contexts as it underscores the role of transformative leadership in fostering a collaborative environment that enhances teacher commitment, instructional quality, and job satisfaction culminating into enhanced educational outcomes (Nguyen et al., 2021). School leaders who practice transformational leadership effectively drive reforms and school improvement through vision-sharing and capacity building (Zheng et al., 2023). According to Bush (2020) transformational leadership indirectly influences student outcomes by fostering positive school climates and empowering teachers. Further, Hallinger (2021) opined that school leaders that exhibit transformational leadership promote shared goals, reflective dialogue and continuous learning among staff. TL theory will be used as a complimentary theory for this study rather the anchor theory.

In South African schools, Shava and Heystek (2021) highlighted difficulties in highlighting TL with instructional leadership. Their study emphasized the need for a balance approach, as relying solely on TL may not fail to address the practical aspects of teaching and learning.

Similarly, Freeman and Fields (2020) sought to establish how transformational leadership influenced students' academic performance in Kirinyaga, Kenya. The findings indicated that even though TL was associated with organizational trust and efficacy, it did not significantly influence teacher commitment in urban school settings. This inconsistency raise questions about TL's universal applicability across diverse educational environments. For this reason TL theory was only used as a complimentary theory rather than the anchor theory for the current study.

### **2.3 Path Goal Theory (PGT)**

Path-Goal Theory (PGT), developed by Robert House in 1971, posits that effective leaders enhance subordinate performance and satisfaction by clarifying the path goals, removing obstacles and providing appropriate support (Northouse, 2022). Thus this theory focuses on how leaders motivate their followers to achieve set goals. It explains that a chosen type of leadership should be contingent in nature where there should be a perfect balance in behavior, need and context (EPM, 2019). According to Fabac et al. (2022), PGT is an extension of Vrooms Expectancy theory where it assumes that efforts lead to performance, performance leads to desired rewards, and rewards satisfy personal goals. Thus leaders increase subordinate motivation by clarifying the path to the subordinates' goals, removing obstacles that hinder goal achievement, and providing support and rewards (Northouse, 2022).

Path Goal Theory defines four styles of leadership; directive, supportive, participative, and achievement-oriented. Directive leadership style involves the leader giving clear instructions and expectations to their followers. They set clear performance standards and monitors compliance, intervening when those standards are not met. Rewards and disciplinary actions are applied appropriately, and followers are expected to adhere to strictly established rules and policies (Northouse, 2021). Supportive leadership, as opines Latham (2023) is characterized by a leader

who is caring and attentive to the personal need and well-being of their subordinates, creating a friendly and supportive work environment. According to Park & Nawakitphaitoon (2022) in participative leadership style leaders encourage group decision-making and involve subordinates in key decisions related to tasks and work goals. Participative leaders actively seek input and feedback from their subordinates. In achievement-oriented leadership style, the leaders set high expectations and challenges the followers to reach peak performance. These leaders strongly believe that subordinates are capable of achieving ambitious goals (Latham, 2023).

As highlights Northouse (2022) leaders shoulder the duty to provide the necessary information and support to followers in order for them to achieve various goals. Effective leaders should be able to guide followers to achieve work goals, make the way easier as well as eliminate obstacles that might hinder followers from achieving the set goals. The core idea is that leaders' behavior is contingent on the satisfaction, motivation, and the performance of the subordinates.

A key strength of PGT is that it is strongly grounded in expectancy theory, offering a practical explanation of how leaders can enhance employee motivation by aligning goals, efforts and rewards (Northouse, 2022). This makes the theory particularly useful in performance-oriented environments. Path Goal Theory is situational in nature, promoting adaptive leadership by suggesting different leader behaviors (supportive, participative, directive and achievement-oriented) based on the needs of followers and task characteristics (Lussier & Achua, 2021). Unlike one-size-fits-all models, PGT encourages leaders to assess the characteristics and needs of their team members. This personalized approach is valuable in diverse and dynamic work environments (Northouse, 2022). Further, Northouse (2022) highlights that Path Goal theory is relevant in complex work environments due to its emphasis on removing obstacles and providing

support. This is particularly suitable for modern organizations where ambiguity, complexity, and change are constant.

On the down side, PGT, despite its flexibility, can become too complex to implement as it requires leaders to assess multiple variables (task structure, follower competence, locus of control, etc.) which can be overwhelming without clear guidance (Northouse, 2022).

While individual components have been tested, contemporary research has rarely validated PGT in its entirety (Hoch et al., 2018). Further this theory tends to focus more on what the leader does, potentially downplaying the role of team dynamics, organizational culture, and employee autonomy, factors that are central to modern participative and shared leadership approaches (Bolden, 2020). Since it is rooted in Expectancy theory, PGT assumes that followers are rational and goal-oriented, which may not always be the case in practice, especially in politically complex or emotionally charged environments (Lussier & Achua, 2021).

Path Goal theory is relevant to educational supervision in that it offers a practical framework for understanding and enhancing leadership in educational institutions by specifying how school leaders can clarify goals, remove obstacles, and provide appropriate type of support to promote teachers' motivation and performance. School principals who adopt directive leadership style provide clear instructions on curriculum implementation, assessment procedures and classroom management protocols, which help novice or less experienced teachers navigate complex tasks (Saleem et al., 2021). Conversely, as highlights Pacia & Guevarra, (2023), by identifying systemic hurdles such as inadequate resources and unclear policies, leaders can proactively remove these roadblocks, allowing teachers to focus on instruction rather than bureaucratic obstacles. According to Saleem et al. (2021) path- goal leadership behaviors particularly

directive and supportive styles are positively associated with teachers' intrinsic and extrinsic motivation, which in turn drives instructional quality and student learning outcomes.

Path Goal Theory encourages attention to individual differences among followers. In diverse educational environments where teachers vary in experience, self-confidence, and cultural backgrounds, leaders can flexibly switch between directive, supportive, participative, and achievement-oriented styles to match teacher needs (Northouse, 2022). By detailing four distinct leadership behaviors and their contingent use, PGT provides a clear roadmap for leadership training programs in education. School leadership preparation can incorporate modules on diagnosing task structure, assessing teacher characteristics and practicing each path goal style through role plays and coaching (Pacia & Guevarra, 2023). This structured approach helps school principals develop the situational awareness and behavioral repertoire needed to support teacher growth and school improvement.

In their study to investigate the influence of path Goal (PG) theory on leadership styles in public secondary schools in Philippines, Pacia and Guevarra (2023) noted that the broad and prescriptive nature of PG theory makes it difficult to apply in practice, especially in schools with strict policies and standardized curricula. They emphasized that the theory does not sufficiently account for the dynamic and collaborative nature of instructional leadership. Similarly, Saleem et al. (2021) investigated the mechanism of PG theory to sustain teacher-oriented development in private schools in Pakistan. The study found that participative leadership, a core component of PG theory, had minimal effects on teacher performance. The study concluded that directive or achievement-oriented leadership styles were more effective in structured school environments. These critiques underscore the limitations of applying PG theory in guiding instructional supervision. The lack of empirical testability, potential for negative outcomes and neglect for

contextual factors by the PG theory suggest that alternative frameworks may offer more robust insights in regard to instructional supervision and teacher performance. For the current study, PG theory was not used as the anchor theory but rather as a complimentary theory.

#### **2.4 Principal's Classroom Observation and Feedback and Teacher Job Performance**

Principals' instructional supervision practices play a key role in how teachers perform their duties as well as on the quality of instruction and student academic performance. One key instructional supervisory role of principals is classroom visitation and observation. Through visiting classrooms during lesson presentation, principals get glimpse of the quality of teaching and learning that takes place in their schools (Poulou et al., 2019).

A study conducted in Indonesia by Rostini et al. (2022) explored principals' leadership practices in planning, organizing, implementing, and evaluating teacher performance and learning quality using a descriptive-analytic qualitative approach. The researchers obtained data through observations, interviews, and document analysis. Interviews involved one headmaster and two teachers, and eight related articles were analysed. The study focused on principal-teacher interactions within a school setting to understand leadership practices.

The study found that principal's capacity to plan, organize, mobilize staff, control, monitor, and evaluate the school's progress was essential for achieving institutional quality goals. Teacher performance evaluations were found to be geared towards improving teacher effectiveness and professional competences, with classroom visits by the principal reported as motivating by the teachers, encouraging them to perform at their best.

While the Indonesian study employed a qualitative approach in an elementary school, the proposed study adopted a mixed-method approach in Kenyan public secondary schools. Further this study employed interviews, observations and document analysis as tools of data collection,

while the proposed study combined quantitative data from questionnaires with qualitative insights from interviews guides to provide a comprehensive understanding of instructional supervision's influence on teachers' job performance. Further, this study used a small sample size of one principal and two teachers, thus limiting generalizability as opposed to the current study which used a sample size of 10 public secondary schools, 10 principals, 1 QASO, and 184 teachers.

In the South West region of Cameroon Tarusha and Bushi (2024) investigated principals' classroom visitation influence on teachers' effectiveness in the implementation of competence-based approach (CBA). Using a mixed methods approach with convergent parallel design, the researchers tested one general hypothesis to verify the relationship between the research variables. The study targeted teachers and principals from Fako, Meme, and Manyu divisions where they sampled 305 teachers and 12 principals. Data collection involved use of questionnaires and interview guides. Descriptive and inferential statistics were used to analyse quantitative data while qualitative data were analysed by organizing it into themes.

The findings of the study indicated that principals conducted full-length classroom visitations and observations which were found to contribute positively to teachers' ability to effectively adopt and implement the CBA. A statistically significant relationship was found to exist between classroom visitation by principals and teachers' effectiveness in the implementation of CBA. The study recommended evaluation of the quality and impact of existing instructional supervision practices, adoption of a collaborative approach to supervision, and provision of professional development to instructional supervisors by the relevant authorities.

Like the current study, this research used a mixed methods approach with a convergent parallel design, utilizing questionnaires and interview guides for data collection. Similarly, it

used descriptive and inferential statistics like the current study. However, while this study was conducted in Cameroon and incorporated hypothesis testing, the current research focused in Kenya, specifically in public secondary schools in Mukurweini Sub-County, Nyeri. Unlike the referenced study, the current research did not involve hypothesis testing but investigated the influence of instructional supervisory practices on teachers' job performance within the specific educational context to offer a more in-depth and targeted examination of the Kenyan education system.

In Nigeria Nwaogwugwu (2021) conducted a study on principals' instructional supervision correlation with teacher job performance. The study aimed at examining how principals' classroom visitation and observation correlated with teacher job performance. A correlational survey design was used with a sample of 545 respondents comprising 172 principals and 373 teachers. The researcher used a Teachers Job performance Questionnaire (TJPQ) and Principals Supervisory Strategies Questionnaire (PSSQ) to collect data.

The study's findings revealed a positive correlation between principals' supervisory role in terms of classroom monitoring and observation and teachers' job effectiveness. Further, the study concluded that classroom visitation and observation substantially correlated with teachers' job performance. The study proposed regular classroom visitation by principals as a way to supervise instruction. Well planned classroom visitation with a focus on teaching methodology, student engagement, and classroom management as well as teacher ability is likely to bring a positive change in teacher job performance.

This study is similar to the current one in that it investigated how principals' instructional supervision correlated with teachers' job performance. However, this study was conducted in Nigeria and used a correlation survey design. The study did not comprise qualitative data. The

current study took place in a Kenyan context and utilized a mixed- methods approach with a convergent parallel design. Quantitative and qualitative data was integrated to enhance the robustness of the evidence and increase trust in the study's findings.

In Eritrea, a study aimed at establishing how head-teachers' classroom visitation practice influenced students' performance in public junior schools in Keren Sub-Zone was conducted by Yosief et al., (2022). The study used mixed-method approaches with a concurrent triangulation design, employing systematic, simple random and purposeful sampling to select 44 teachers, 326 students, five head-teachers, and two educational officers from Keren Sub-zone, totaling to 377 respondents. Questionnaires were utilized to gather data from teachers and students while head teachers and educational officers were subjected to interviews.

The study determined that head teachers in high-performing schools engaged in classroom visitation activities more effectively than those in low performing schools. This study concluded that in low performing schools head teachers neglected to implement supervision by walking around, checking student discipline doing physical lesson observations, an indication that classroom visitation by school principals when appropriately done could actually be the solution to both poor teacher job performance and low student academic performance.

While like the current study this study used a mixed method approach, it was informed by the Systems Management theory unlike the current study which was informed by Instructional Leadership theory, and further differs in that it was conducted in junior secondary schools in Eritrea. The current research broadened the scope by investigating public secondary schools in Kenya. This shift in focus allowed for a deeper exploration of how instructional practices and school environments differ across these settings, offering new perspectives aligned with the objectives of the current study.

In Kangundo Sub-County, Machakos Kenya, Kamontho et al. (2019) conducted a study exploring the effect of principals' classroom visitation on teacher's job performance within public secondary schools. The study utilized convergent parallel mixed-method design. Stratified random sampling was used to sample 8 out of 27 public secondary schools, 56 teachers and 104 students, with the 8 principals of the selected schools being sampled through purposive sampling. Quantitative data were analyzed by descriptive statistics, while qualitative data were thematically categorized and presented narratively.

The study's findings revealed that principals rarely contacted classroom visits to monitor teaching and learning, provided delayed feedback to teachers, and failed to monitor teachers' use of learning aids. Consequently, many teachers neither used teaching resources effectively nor did they observe punctuality in attending classes. The study concluded that principals' classroom visits were essential for improving teacher classroom attendance and instructional quality.

The study recommended that principals conduct regular classroom visits and thereafter engage in prompt discussions of their observations with the teachers as a strategy to enhance teachers' job performance.

While this study focused exclusively on principals' classroom visits, the current research explored a broader range of instructional supervisory methods employed by principals to better understand how these practices influence teachers' job performance and educational outcomes.

In Kakamega-Kenya Obuchere (2023) conducted a study to identify the supervisory practices utilized by head teachers, work performance demonstrated by teachers, and the challenges experienced by head teachers while supervising teaching in public primary schools. This study employed a mixed-methods research approach, collecting and analyzing quantitative data by use of questionnaires for teachers and pupils and qualitative from head teachers, board of

management members and education officers by use of interview guides. The study was anchored on Douglas McGregor's theory X Theory Y, categorizing workers into two groups; intrinsically motivated individuals and extrinsically motivated individuals.

The study's findings indicated that head principals utilized regular class visitations, pedagogical documents, and prefects to enhance teachers' work performance. Teachers that tended to theory Y were established to find supervision offensive and viewed it as a lack of trust in their capabilities. On the other hand teachers with theory X tendencies were found to require close supervision without which they would neglect their duties.

The current research closely mirrors the study conducted in Khwisero Sub-County, Kakamega, which also investigated how head teachers' supervisory practices affected teachers' performance. Both studies utilized a mixed-method approach, underscoring the importance of combining qualitative and quantitative data in this field. However, while this study was centered on public primary schools and drew on Theory X and Theory Y, the current study's focus shifted to public secondary schools in Mukurweini Sub-County, guided was by the Instructional Leadership Theory. This difference in scope and theoretical foundation offers a unique perspective on the topic.

## **2.5 Collaborative Decision-Making and Teachers' Job Performance**

Decision-making is the process of identifying a problem, gathering information through consultation, identifying alternative ways of solving the problem identified and selecting the best alternative to solving the problem at hand (Buebeng, 2020). According to Dawo and Shika (2021) school principals must consistently enhance teacher job performance in order to address evolving needs in education. This calls for openness of information in education which encourages schools to improve their education system through efforts to improve teacher

performance (Mailool et al., 2020). Adopting a collaborative decision-making approach in schools can improve teachers' job performance as teachers are likely to implement decisions that they participated in making (Sorete, 2021).

Across 29 countries that are part of the Organization for Economic Cooperation and Development (OECD), Brezicha et al. (2020) conducted a study that explored teacher job satisfaction and its relationship to teachers' and principals' perception of decision-making opportunities. The study aimed to determine if involving teachers in decision-making could strengthen their sense of ownership and commitment to their work and to the school hence resulting in increased job satisfaction. Additionally, the study explored how differences in teachers' and principals' views on teachers' participation in decision-making were related to teachers' reported job satisfaction.

The research drew data from the 2013 Teaching and Learning International Survey (TALIS) conducted by the OECD. According to Brezicha et al. (2020) TALIS is a cross-sectional survey that investigates the learning environment, appraisal and feedback, pedagogical techniques and classroom environment, development and support, school leadership, self-efficacy, and job satisfaction. The study targeted lower secondary school teachers, specifically those employed full-time in subjects such as reading, writing and literature, mathematics, science and social studies.

The study's findings revealed a statistically significant perception gap between principals and teachers. While the principals believed that teachers had more decision-making opportunities, the teachers felt otherwise. Further this study's findings pointed out that teacher's perception of their decision making opportunities were positively correlated with their job satisfaction. Increased

teacher job satisfaction levels are likely to lead to enhanced teacher job performance. Thus school principals should practice shared decision-making to improve teacher job performance.

While this study explored the link between discrepancies in principals' and teachers' views on decision-making involvement and teachers' job satisfaction, it did not elucidate the impact of shared decision-making on teachers' job performance. Furthermore, its exclusive reliance on a quantitative approach, specifically, a cross-sectional survey constrained its ability to fully grasp the nuances of this relationship. The current research employed a mixed-methods design, addressing these gaps by integrating both quantitative and qualitative data. This study used questionnaires for collection of quantitative data and semi-structured interviews to gather qualitative data facilitating a comprehensive examination of the research topic. Unlike the prior study, which analyzed data from 29 OECD countries, the current research focused on the Kenyan context, particularly examining how principals' instructional supervisory strategies influence teachers' job performance in public secondary schools in Mukurweini Sub-county, Nyeri.

Among Indonesian vocational high schools, Mailool et al. (2020) conducted a quantitative study to examine how principal's decision-making, organizational commitment and school climate affected teachers' job performance. The study's population comprised 268 teachers from 16 vocational schools in North Minahasa Regency. Using a simple random sampling technique the researcher selected a sample of 160 teachers, comprising 97 women (60.63%) and 63 men (39.37%). A questionnaire was used for data collection while data were analyzed using both simple and multiple linear regression method.

This study's findings indicated that principal's decision-making, organizational commitment and school climate influenced vocational school teachers' performance positively and significantly. Systematic decision-making by the school principals was found to lead to quality

decisions that are acceptable to the teachers. Well done decisions by were found to improve the performance of vocational school teachers. Thus there is need for school leaders to implement systematic decisions in school to improve teachers' job performance. Additionally, this study established that organizational commitment contributed to enhanced teacher performance, as teachers with strong commitment were more willing to make sacrifices for their school and demonstrated a stronger sense of responsibility to drive this improvement. The study also found school climate to positively influence teachers' performance as it was found to influence their behavior in carrying out their duties. Thus when school principals create a positive school climate behavior-based performance is achieved among the teachers.

Adopting a quantitative research design this study used a questionnaire as the instrument to evaluate teachers' performance. The questionnaire was restrictive as it assessed teachers' performance solely based on their perceptions. This study's aim was to investigate the influence of principal's decision-making, organizational commitment and school climate on teacher performance in vocational high schools. Consequently the study failed to unveil how collaborative decision-making specifically affects teachers' job performance. This current study adopted a mixed method design where both qualitative and quantitative data were collected in order to achieve comprehensive findings regarding the subject of study. The current study was conducted in public secondary schools in Kenyan context, and sought to investigate the influence of principal's instructional supervisory practices on teacher's job performance in Mukurweini Sub-County, Nyeri Kenya.

In Oyo state Nigeria Oredein and Obadimeji (2022) carried out a study to establish how public primary school teachers' job performance was influenced by decision making styles, digital leadership, and communication. This study was informed by Vroom's Expectancy Theory

.The researchers applied a mixed methods research design, utilizing multi-stage sampling procedure combined with simple random sampling technique to select 643 participants from the three senatorial districts. Quantitative data were gathered from teachers through the use of Structured Teachers Questionnaire (TQ), with the instrument's reliability evaluated via Cronbach's Alpha. Qualitative data were collected from primary school administrators using structured interviews. The data analysis procedures involved frequency counts, percentages, bar graphs, standardized coefficients and linear multiple regression (ANOVA).

The results of the hypotheses testing revealed that the performance of public primary school teachers in Oyo state was significantly impacted by digital leadership, communication and decision-making approaches employed by school administrators. Administrators were found to use a variety of decision making styles all of which influenced job performance among teachers. The researchers recommended that the government revisit and revise the policies and regulations governing the teaching profession, while also ensuring improved technological resources for schools. The researchers also recommended that school administrators adopt digital leadership using different communication and decision-making styles.

This study aligned with the current study in that both examined decision-making as an independent variable and use mixed method research design. However the study failed to clearly establish what influence collaborative decision-making has on teachers' job performance. Conducted in public primary schools across three senatorial states in Nigeria, the study was informed by Vroom's Expectancy Theory. The study investigated the influence of decision-making styles, digital leadership and communication on the' job performance of public primary school teachers. While informative, this study's context differs significantly from the Kenyan public secondary school context of the current study, which was grounded on the Instructional

Leadership Theory. This shifted in context from Nigerian public primary schools to Kenyan public secondary schools along with the use of the Instructional Leadership Theory which underscores the role of school leaders in improving teaching strategies. Thus the current study investigated the influence of principal's instructional supervisory practices on teachers' job performance in public secondary schools in Mukurweini Sub-county, Nyeri Kenya.

In Ghana Abubakari (2022) examined the involvement of teachers in decision-making processes within Senior High Schools in the Krachi East Municipality, Oti Region. The study adopted a positivist research paradigm with a descriptive survey design. The researcher used simple random sampling procedure to select 121 teachers out of a population of 174 senior high school teachers. The tool of data collection used was a self-administered questionnaire. The researcher analysed data using frequencies, percentages, means and standard deviation.

The study's findings revealed limited teacher participation in decision-making processes. Teachers rarely participated in managerial decisions or decisions related to school policies. However, the study established that teachers were actively involved in decisions concerning curriculum and instruction. Additionally the findings highlighted that factors such as lack of transparency, the presence of bureaucratic structures and unclear communication from school administrators contributed to the limited participation of teachers in decision-making processes.

Although this study was carried out in Ghana, it aligned with the current study as it examined teachers' involvement in decision-making, which served as an independent variable in the present study. In contrast with the current study which employed a mixed method research approach to collect both quantitative and qualitative data for more credible and robust research findings, this study exclusively employed a quantitative design, focusing solely on quantitative data. Moreover this study' findings were limited in depth as they did not elucidate how teachers'

involvement in the decision-making process contributed to the efficiency with which they performed their jobs. This gap underscored the need for the current study which specifically investigated the influence of principal's instructional supervision practices on teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya.

In Mombasa County Kenya, Kiprop (2021) conducted a study aimed at examining the influence of teacher involvement in decision-making processes on performance in secondary schools. Using a mixed methods approach, the study population comprised 474 teachers in 24 public secondary schools. The researcher adopted simple random sampling technique to sample 10 schools and 110 teachers. Quantitative data were collected using questionnaires. While descriptive statistics were used to analyse data by use of mean, frequencies, standard deviation and percentages, tables were used to present the study's findings.

The study's findings revealed that teachers in Mombasa County were not actively involved in decision-making processes and as a result they were demoralized and demotivated. This lack of participation was found to negatively impact on their performance resulting in a decline in overall school performance. Moreover, the study's findings indicated teacher participation in decision-making influenced various aspects of the school system, particularly student discipline and academic performance. The study recommended active involvement and empowerment of teachers in decision-making processes of the school as a means of enhancing motivation and performance. Involvement of teachers in the decision-making processes was identified as one of the key factors in encouraging teachers to fulfill their duties more effectively thereby improving their job overall job performance.

Similar to the present study, this study used a mixed methods research approach and was conducted within public secondary schools in a Kenyan context. However, its focus was on

examining the impact of teachers' in decision-making processes on the overall performance of the schools rather than specifically addressing teachers' job performance. This justified the present study which investigated the influence of principals' instructional supervisory practices on teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya. By shifting focus to teacher performance the current study provided valuable insights on how instructional supervisory practices influence teachers' effectiveness.

Another study conducted in Kakamega County Kenya by Shikokoti et al. (2020) sought to investigate how principal's involvement of teachers in decision-making influenced teachers' job satisfaction in public secondary schools. Using survey research design and guided by Path Goal Theory, this study focused on 324 public secondary schools comprising of 324 principals and 1500 teachers and 12 TSC officials across 12 sub-counties in Kakamega County. The researchers used purposive sampling to select 5 Sub-Counties and stratified sampling to select 64 schools. Principals of the 64 sampled schools were purposively sampled along with 5 TSC officials. Proportionate simple random sampling was used to select 300 teachers. Data from teachers and principals was collected using questionnaires while interview guides were used to gather data from TSC officials. Descriptive statistics was used to analyze the data.

The findings of this study indicated that job satisfaction of teachers was influenced by the extent to which their principals allowed them to take part decision-making processes. The results indicated that higher levels of teacher involvement in decision-making processes were associated with increased job performance. A satisfied staff is likely to be committed more to their jobs and the schools. Thus involving teachers in decision-making has an indirect positive influence on their job performance.

Although this study was conducted within the context of Kenyan public secondary schools similar to the current research, it specifically investigated the influence of principals' decision-making on teachers' job satisfaction in Kakamega County. The study was guided by Path Goal Theory while the present study was informed by the Instructional Leadership Theory. Additionally the study did not examine how principals' involvement of teachers in decision-making processes affected their job performance, thereby leaving a gap in this specific area. This justified the need for the current study which investigated the influence principal's instructional supervisory practices on teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya.

## **2.6 Modeling Best Practices and Teachers Job Performance**

According to Safitiri and Hidayati (2019) school principals play a pivotal role in ensuring that teachers perform their duties effectively and efficiently for improved performance. One way they do that is through modeling best teaching and learning practices through curriculum alignment, effective communication, peer assessment, differentiated teacher support practices and teacher professional development among others (Sims & Fletcher-Wood, 2021).

In the United States Pak et al. (2020) conducted a study analyzing case studies from four districts that had recently adopted new English Language Arts (ELA) and math curricula to align teachers' practice with state's ELA and math standards. The study utilized a qualitative research approach as part of a broader project by the Center on Standards, Alignment, Instruction, and Learning (C-SAIL), a federally funded initiative focused on examining how policymakers and practitioners implement their state's ELA and math standards. The researchers used an embedded multiple-case study design across four districts, each located within one of the Center's partner states: California, Massachusetts, Ohio, and Pennsylvania. These states were all

undergoing standards-based curriculum reform, and the districts were purposively sampled for their active engagement in this process. The study utilized document analysis, focus groups, and semi-structured interview guides as data collection tools. Thematic analysis was employed to identify, analyze, and interpret patterns emerging from the data.

The study's findings identified that curriculum implementation is not just a technical challenge but also an adaptive one. It requires changes in beliefs, values, and practices among educators. The findings also showed that leaders must support and guide teachers through the transition, helping them adapt to new expectations and methods. Moreover the findings of this study highlighted the importance of continuous professional development in equipping teachers with the requisite skills and knowledge for the effective implementation of the new curriculum. Successful implementation was found to rely on strong collaboration and communication among all stakeholders, including teachers, administrators, students, and parents. Also, the findings suggested that ongoing monitoring and feedback mechanisms are necessary to assess the implementation process and adjust as needed. Leaders must also provide Adequate resources; including time, materials, and support, to ensure the successful implementation of the new curriculum. Thus educational leaders need to be adaptive and responsive to the challenges of curriculum implementation to achieve meaningful and lasting reform in education.

This study is similar to the current study in that it touches on curriculum implementation which is an indicator of modeling best practices for improved teacher performance in the current study. Whereas this study employed a qualitative approach and was conducted in the USA, the current study applied a mixed-methods approach in order to gain a thorough understanding of the research problem and was done in a Kenyan context. Additionally this study failed to reveal how principal's instructional supervisory practices influence teachers' job performance, a gap that

underscored the necessity for the present study which investigated the influence of principal's instructional supervisory practices on teachers' job performance in public secondary schools in Mukurweini Sub- County, Nyeri Kenya.

A study was conducted in Indonesia by Sofia et al. (2023) on principal's effective communication and teacher performance. The study aimed to examine the role of principal's effective communication in enhancing teacher performance. Adopting a qualitative research approach with a narrative research design, the researchers collected data through compiling personal stories, capturing individual experiences, and interpreting their significance. The research was conducted in an elementary school located in the Cibitung District, Bekasi Regency, West Java. The study sample consisted of the school principal and five class teachers of an elementary school who were purposively sampled. The researchers collected data using interviews, observation and documentation. Triangulation techniques were used to ensure validity of data. The data collected was analysed through inductive and thematic analysis to uncover recurring themes and patterns. To streamline this process, NVivo 12 Plus, qualitative data analysis software, was employed to organize the data and identify key themes pertaining to the influence of the principal's communication on teacher performance.

The findings of this study revealed that when principals maintain effective communication teacher performance, work discipline, and the quality of teaching and learning greatly improve. The study recommended that principals prioritize high quality communication with teachers this was found to enhance teachers' enthusiasm and motivation in performing their duties.

This study is similar to the current study in that the dependent variable was teachers' job performance as influenced by principal's effective communication. This study diverged from the current study in that it used qualitative research approach and was conducted in an elementary

school in Indonesia while the present study used mixed methods research approach to arrive at a deeper understanding of how principal's instructional supervision practices influence teachers' job performance in Kenya. Although this Indonesian study provided valuable insights into the role of effective communication in enhancing teachers' job performance, it did not comprehensively address the broader instructional supervisory practices that might influence teachers' job performance, a gap the present study sought to address by examining the influence of principal's instructional supervision practices on teachers' job performance in public secondary schools Mukurweini Sub-County, Nyeri Kenya.

A study was conducted in Tennessee (USA) by Papay et al. (2020) to investigate the role of peer assessment (PA) on teacher performance in education. This study used a field experiment to examine how peer collaboration influenced teacher performance. Teachers from both high- and low-performing quartile schools were paired within their own institutions (52 pairs) to collaborate on improving specific professional development skills. These skills were chosen based on areas identified as weak in previous evaluations. Participants included classroom teachers from various schools, with pairs selected through a lot-drawing process designed to balance their strengths and weaknesses. The study focused on comparing teacher achievement in classrooms of low-performing teachers before and after the intervention. Researchers measured the change in student test scores, using the mean score before and after the intervention to evaluate performance improvements. The effectiveness of peer learning was assessed by comparing the mean scores of students. The analysis employed standard deviation statistics to measure impact.

The study's findings revealed that peer assessment was extensively utilized in teacher education, serving various objectives across different settings. Although the criteria and designs

of these assessments differed, PA was found to enhance teaching performance, even though definitive evidence remained scarce. PA was found to be particularly essential for student teachers as it aided in the development of reflective and evaluative skills crucial for their professional practice. The study recommended further research to better understand PA's influence on teaching practices.

While this study was done in the USA using quantitative research approach to investigate the effects of peer teaching on student- teachers' academic performance, the present study used a mixed-methods research design and specifically focused on professional teachers' job performance as influenced by principal's instructional supervision practices. Unlike the quantitative research approach used in the American context study, mixed methods approach offered a more detailed understanding of teachers' job performance in relation to instructional supervisory practices employed by their principals in a Kenyan context. The current study therefore aimed to investigate the influence of principal's instructional practices on teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya.

In Sub-Saharan African (SSA) countries, Nsengimana et al. (2020) conducted a study to assess how Competence-Based Curriculum (CBC) was being implemented in the region, with a focus on learner-centered pedagogy (LCP) in science education. The researchers reviewed empirical and theoretical literature from SSA countries, including Zimbabwe, Zambia, Tanzania, South Africa, Rwanda, Nigeria, Namibia, Malawi, Kenya, Ethiopia and Botswana, assuming comparable social-economic and environmental contexts across these countries. The study prioritized science subjects due to their importance in socio-economic growth. A total of 57 articles and government documents were reviewed, all centered on curriculum implementation, with a special focus on science education. Of these six addressed education broadly, 12

examined CBC in general, another 12 narrowed down to CBC implementation and 27 explored the implementation of science curriculum through LPC.

The study established that the quality of teaching and learning in science subjects was low mainly due to limited changes in instructional methods. Many teachers in SSA countries continued to use lecture-based, teacher-centered methods, promoting memorization rather than critical thinking. In Zambia teachers often provided answers after asking questions, rendering the question-and-answer technique ineffective for promoting scientific thinking. Similarly, in Kenya and Rwanda, teachers were found to use passive methods like lectures instead of active learning strategies such as inquiry-based or learner-centered approaches.

This study recommended the establishment of specialized laboratory schools and science education centers to strengthen teachers' content knowledge and promote the adoption of modern pedagogical approaches, facilitating the effective implementation of innovative practices. From the arguments of this study it is clear that student-centered practices rather than teacher-centered practices greatly enhance achievement of academic outcomes.

The study examined the implementation of CBC in science education across SSA counties, identifying gaps in its adoption as it adopted a qualitative approach which constrained the depth and breadth of understanding the subject under study. To address this gap the present study adopted a mixed-methods approach that provided a comprehensive understanding of principals' instructional supervisory practices that are likely to enhance teachers' job performance. While student-centered practices were noted for potential learning benefits, this study did not explore the role of school principals in fostering student-centered practices, nor did it address how adopting such practices enhanced teachers' job performance. The current study filled these gaps

by investigating how principal's instructional supervisory practices influenced teachers' job performance in public secondary schools in Mukurweini Sub-County, Kenya.

In Nigeria Egboka (2018) carried out a study on principals' application of management support practices for enhancing teachers job performance in secondary schools in Enugu state. The study aimed to examine the extent to which principals employed management support services to support teachers' job performance in public secondary schools within Enugu state. The study adopted a quantitative research with descriptive survey design. The target population comprised 291 public secondary school principals in Enugu state. Using simple random technique the researchers selected 146 out of the 291 principals from whom data was collected using questionnaires. The validity of the data collection instrument was confirmed through face validation by 3 research experts. Reliability of the instrument was assessed through the Cronbach's Alpha technique. The researchers analysed data using means and standard deviation.

Findings indicated that principals of public secondary schools in Enugu State did not implement professional development or staff support practices to enhance teacher effectiveness. The study recommended that principals organize teacher professional development forums in collaboration with other stakeholders as well as prioritize the provision of essential amenities for teachers to improve their welfare.

While this study offered insights into principals' managerial practices, it lacked depth due to its reliance solely on quantitative data. The present study overcame this limitation by adopting a mixed-methods approach for deeper conceptual and analytical insights. The current study therefore intended to provide more robust findings on how principal's instructional supervision practices directly influenced teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya.

A study conducted in Tanzania by Mduma and Mkulu (2021) sought to investigate how teachers' professional development practices influenced job performance in public secondary schools in Nyamagana district, Mwanza. The study used a convergent parallel design within a mixed-methods approach, selecting schools and teachers through stratified and simple random sampling techniques while school heads and the District Education Officer (D.E.O) were selected through purposive sampling techniques. Quantitative data were collected by use of questionnaires and analyzed descriptively using SPSS, while qualitative data were collected through indepth interviews and analyzed through thematic analysis.

The findings established that training significantly contributed to improved job performance among teachers, highlighting the need for continuous professional development for public secondary school teachers. The study recommended frequent performance appraisals to be conducted among secondary school teachers as they were found to help in upgrading teacher performance. The study established that performance appraisal simplified the supervision, evaluation and assessment processes leading to increased teachers' creativeness in teaching and classroom management. These findings underscored the importance of school leaders embracing teacher training to enhance job performance. Therefore the study recommended in-service training, workshops, and seminars as essential strategies for maintaining high levels of teacher performance.

While this study provided great insights on the role of training, it did not explore the broader spectrum of supervisory practices that could impact teachers' job performance. The current study sought to fill this gap by exploring how various instructional supervisory strategies employed by principals influence teachers' job performance. This gave the researcher a more comprehensive

understanding of effective instructional supervisory practices in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya.

To investigate whether good communication by the principal can be a conflict management strategy for enhancement of teachers' job performance, Shitambasi et al. (2022) conducted a study in selected public secondary schools in Kisii County, Kenya. Guided by the constructive controversy theory, the study used a mixed methods research approach with descriptive survey design. It targeted the County director for education, public school principals, and teachers. Through stratified random and simple random sampling 357 teachers were selected for this study, while 22 principals were selected through purposive sampling. For data collection, teachers completed questionnaires while principals participated in interviews. The researchers used expert judgement to ensure validity of instruments, and reliability was confirmed using the split-half technique. Inferential statistics were used to analyze quantitative data while qualitative data were analyzed by organizing it into themes and presented in form of narrative and direct quotations.

The study's findings revealed that principal's strategies for managing conflicts were not always effectively implemented. The principals were found to often overlook the importance of actively listening to teachers which was found to impact negatively on teachers' performance. Further the principals were found to have failed in consistently communicating with teachers in a timely, clear and prompt manner, which further distracted from performance. On the flip side the study found that, principals maintained confidentiality in their communications. Further, the study highlighted that when principals communicated promptly, clearly, and accurately, teachers' job performance was enhanced. A definitive positive correlation was established between principals' listening abilities and teachers' job performance. Additionally, the study

found that principals' empathy in conflict resolution played a crucial role in improving teachers' performance. In recommendation, it stated that school principals should make it a priority to listen to their teachers as part of effective communication strategies that boost teacher performance. It also called on the Ministry of Education to organize training sessions aimed at developing essential listening skills for both teachers and principals, emphasizing their role in conflict management. The study further recommended undertaking similar research in other counties across Kenya to identify additional conflict management techniques employed by principals and evaluate their effects on teachers' job performance.

This study is similar to the present study in that it used mixed methods research approach. However unlike this study which employed descriptive survey design, the current study adopted convergent parallel design in which will involve simultaneous collection of both quantitative and qualitative data, allowing for separate analysis of each data set. This allowed for a more detailed understanding of how instructional supervisory practices influence teachers' job performance. Whereas this study examined the role of effective communication as a conflict management strategy for enhancing teachers' job performance, the present study focused specifically on the influence of principal's instructional supervisory practices on teachers' job performance in the educational context of public secondary schools in Mukurweini Sub-County, Nyeri Kenya.

In Nyeri Kenya Wangui (2021) conducted a study on job training and performance of County administrators at the County Government of Nyeri, Kenya. The study aimed to determine how job training impacts on the performance of administrators of Nyeri County Government. The research adopted descriptive approach that was cross-sectional in nature. The study targeted 269 Nyeri County employees who were designated as administrators. The researcher used stratified sampling to select administrators who were further exposed to simple random sampling in order

for the researchers to arrive at participants for the study. Data were collected by use of questionnaires which were administered using the pick and drop approach. Further the researchers planned interview schedules for key informants who were chosen using purposeful sampling. Expert opinion was used to validate the testing instruments whose reliability was determined using the Cronbach's Alpha Co-efficient approach. Data were analysed by use of descriptive and inferential statistics.

This study's findings identified a positive and significant relationship between technical skills and job performance. This is an indication that change in technical skills could be used to explain change in performance among Nyeri County administrators. A robust, positive, and statistically significant relationship was found to exist between change of attitude and job performance, as well as between ethical skills conduct and job performance. A strong connection exists between training of staff and their ability to perform their job. It came out strongly that training employees on technical, competence, attitude change skills and on ethical conduct skills positively affects their job performance. Once the same training is done on teacher it can lead to improved job performance and academic outcomes in schools.

Although this study was not conducted within an educational context it provided pertinent insights into job performance that align with the present study's objectives. However, unlike this study's exclusive use of quantitative approach and its basis on Human Capital theory, the present study employed a mixed methods approach to allow the researcher to arrive at more reliable and credible research findings. Guided by the Instructional Leadership Theory, the current study aimed to fill existing gaps through a more contextually relevant investigation by investigating the influence of principal's instructional practices on teacher's job performance in Mukurweini Sub-County, Nyeri Kenya.

## **2.7 Role of Data Informed Decision-Making on Teachers' Job Performance**

According to Webber and Zheng (2020) data-informed decision-making involves the collection and analysis of data to guide decisions that improve success. In education, data-driven decisions are a critical tool in addressing gaps in teaching and learning as they are useful in addressing resource disparities and promote equitable outcomes (Schildkamp, 2019). According to Lynch et al. (2019) school administrators can use student evaluation data to support teachers in addressing student needs. Also data from teacher evaluation processes can be used to make instructional decision for improved academic outcomes and job performance among students and teachers respectively.

In Dutch Schildkamp et al. (2019) conducted a study that sort to highlight the importance of making evidence-based decisions to drive school improvement, stressing the role of data teams in this process. The research used a qualitative approach with a longitudinal exploratory multiple case study. Overall 14 public secondary schools that formed the target population participated in the data team voluntarily. The researchers used Ward's method to cluster the 14 schools into three clusters based on their data use practices: low, average, and high data use. Four schools were then purposively selected from the three clusters to ensure variation of data. From each of the three schools one school leader, one internal data expert and three teachers were sampled. Data were gathered through interviews and audio recordings of team meetings and analyzed using coding process.

The research identified five key leadership behaviors that enhanced the effectiveness of data teams; articulating vision, norms, and goals, providing personal and emotional support, offering intellectual stimulation, fostering a climate conducive to data use, and promoting networking. The findings of the study revealed that these components are crucial for maintaining successful

data use practices. This, in turn, fosters a collaborative effort essential for crafting better-informed educational policies and achieving higher educational outcomes. Thus school principals can adopt these components in making data-informed decisions in schools which teachers and administrators can rely on to improve educational outcomes.

This study is similar to the current study in that it investigated data-informed decision-making which is an independent variable in the current study. However while this study was conducted in Dutch and adopted a qualitative research approach, the present study adopted a mixed methods research approach in order to incorporate both quantitative and qualitative data for more robust research findings. This study investigated the importance of data-informed decision-making in driving school improvement, while the current study investigated the influence of principal's instructional supervisory practices on teacher's job performance in Mukurweini Sub-County, Kenya.

In Germany Hase and Kuhl (2024) conducted a systematic review on teachers' use of data from digital learning platforms for instructional design, aiming to establish the link between data-based decision making and the use of digital learning platforms in schools. The researchers used the PRISMA-P scheme with a systematic review approach. Study selection involved searching and choosing studies using inclusion criteria focused on digital learning platforms in schools. The selected studies included teachers from primary, secondary, and high schools and were published in English or German. Three raters independently reviewed titles and abstracts to assess their relevance. Full texts of the selected studies were then examined and assessed for eligibility based on the inclusion/exclusion criteria. Investigator triangulation was used to enhance reliability. A total of 11 studies were sampled. Data analysis was conducted using descriptive analysis followed by thematic synthesis.

The study showed that teachers used data to enhance student and parent engagement in the learning process, improve feedback mechanisms, and gain deeper insights into student performance and teaching effectiveness. This data-driven approach enabled teachers to fine-tune their instruction and personalize learning pathways for their students. The study highlighted that teachers engaged in multiple steps of the data use cycle to adapt teaching strategies, leading to enhanced student outcomes. By analyzing process and output data, teachers effectively monitored students' learning progress. The use of digital learning platform data was particularly beneficial for refining instructional practices and boosting student engagement, ultimately contributing to improved teacher job performance, often assessed through students' academic outcomes. Thus data use in learning platforms enhances teachers' job performance.

This study investigated how teachers use data for instructional design and is relevant to the current study which explored the influence of data-informed decisions on teachers' job performance. However, this study failed to address the role of principals in leveraging data to enhance teachers' job performance. Additionally, this study used a systematic review approach, whereas the current study utilized a mixed-methods approach to investigate the influence of principal's instructional supervisory practices on teachers' job performance in Mukurweini Sub-County, Nyeri, Kenya.

In Ghana Asamoah-Gyimah (2022) conducted a study investigating the perceptions and the use of classroom assessment data among basic school teachers. The study adopted a cross-sectional survey design, employing a systemic sampling procedure to select 150 teachers from 20 basic schools within central region.

The study determined that basic education teachers effectively used assessment data to design lessons, monitor student progress, identify key curriculum areas for instruction, and evaluate

their teaching effectiveness. It recommended that teacher training institutions emphasize the importance of assessment in their curricula to enhance future teachers' understanding and application of assessment data, thereby promoting effective assessment practices in Ghana's basic schools.

This study shares similarity with the current one in investigating basic teachers' perception and use of assessment data; the current study investigated the role of data-informed decision-making in teacher job performance. Unlike this study, which focused on basic education teachers in Ghana, the current research was conducted among public secondary school teachers in a Kenyan context. The current study employed mixed-methods approach with convergent parallel design which balances the limitations of quantitative or qualitative approaches and gives stronger evidence and confidence in research findings. Consequently, the present study took place in Mukurweini Sub-County, Nyeri, Kenya, to explore the influence of principal's instructional supervisory practices on teachers' job performance among public secondary school teachers.

A study conducted in Nigeria by Anho et al. (2023) examined the application of data-driven decision-making in principal leadership and school improvement efforts. A study conducted in Nigeria by Anho et al. (2023) examined the application of data-driven decision-making in principal leadership and school improvement efforts. Employing a descriptive research approach alongside an ex-post facto design, this study targeted 102 principals and vice principals in mission schools in Delta State, selected through Purposive sampling. The researchers collected data using a Data-Driven Decision-Making in Principal Leadership and School Improvement Initiatives Questionnaire (DDDMPLSIQ) which they analyzed descriptively by means of mean, standard deviation and ranking.

The study revealed that principals utilized data-driven decision-making for school improvement. Key practices included tracking progress, addressing achievement disparities, involving teachers in data collection, ensuring data accuracy, promoting data literacy among instructors, identifying trends, organizing data for easy access, and using different types of data to inform decision-making. Such practices were found to lead to positive outcomes such as personalized student support, academic performance, subject-specific achievements, enhanced teacher collaboration and accountability, effective resource use, and a positive school culture. Further, the study found that principals faced challenges in implementing data –driven decision-making such as system integration issues, limited capacity to address student needs, concerns about data privacy, resistance to change, restricted data access, misalignment with school goals, insufficient training, and resource constraints. The study recommended ethical use of data, capacity building for principals, improved infrastructure and resources, vision and goal alignment and change management to mitigate resistance.

This study differs from the present study in that it was conducted in Nigeria using a descriptive ex-post facto research design, unlike the current study which was carried out in Kenya using a mixed-methods approach. Mixed methods approach provides researchers with richer, more nuanced data which make the study's findings more meaningful and applicable to complex real world problems. While this study investigated principals' use of data-informed decision-making for school improvement, the present study investigated the influence of principal's instructional supervisory practices on teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya.

In private and public secondary schools in Kisii Central Sub-County Kenya, Ndiku et al. (2014) conducted a study on types of student data needed for school planning using a descriptive

survey design. Stratified random sampling, simple random sampling and purposive sampling methods were used to select 250 respondents; 37 principals, 37 guidance and counseling teachers, 136 class teachers, 37 clerks and 3 education officers. Questionnaires and interviews were used as data collection tools. The researchers used test-retest and expert judgement to ensure reliability and validity respectively.

This study revealed that principals and teachers alike were not well informed about student data needs for effective planning, leading to ineffective data planning and poor planning outcomes. The study recommended that school principals and teachers develop strong data practices, ensuring comprehensive student data is continuously collected, analyzed, and used for decision-making.

Conducted in Kisii Central Sub-County, Kenya this study examined the use of student data management for school planning in private and public secondary schools. In contrast the present study explored how principal's instructional supervisory practices influenced teachers' job performance in public secondary schools Mukurweini Sub –County, Nyeri, Kenya. While this study used a descriptive survey design, the current research adopted a mixed methods approach with convergent parallel design for comprehensive insights, with the aim to address how principals use data to improve teacher performance, which was not addressed in this study, in public secondary schools in Mukurweini Sub-County, Nyeri Kenya.

A study conducted in Kenya by Chui (2016) examined the potential of data-driven decision-making (DDDM) to transform school management. The study sought to identify the benefits of adopting DDDM and integrating Information Technology (IT) tools in school actions and strategies. The researcher reviewed literature on data capture, knowledge and data mining to emphasize the potential of digitalizing school management and decision-making.

The findings indicated that data-driven decision-making significantly enhanced school management processes and supported teachers in developing innovative instructional strategies. Additionally, the study revealed limited integration of data-informed decision-making in education globally, particularly Africa, despite its critical role in transforming education. The study recommended schools to adopt data-informed decision-making to accelerate improvement in academic performance.

This study is aligned with the current study by examining data-informed decision-making as a tool for educational transformation. The present study specifically explored the influence of data-informed decision-making on teachers' job performance. While this study reviewed existing literature as a method of data collection, the present study adopted mixed-methods approach with convergent parallel design. The present study integrated both quantitative and qualitative data collected through questionnaires and interview guides respectively for a comprehensive analysis. While this study focused on data-informed decision-making in educational transformation, the current study investigated how principal's instructional supervisory practices affect teachers' job performance in Mukurweini Sub-County, Nyeri Kenya.

In Nairobi County Kenya Ndirangu (2017) conducted a case study on the Pervasiveness of data driven decision making in Kenyan Public Secondary schools. The study considered the views and perceptions of data-driven decision-making in Kenyan secondary schools. Data was collected by means of structured questionnaires among senior management of public secondary schools in Nairobi. The researcher utilized SPSS version 17.1, employing both descriptive and inferential statistics to interpret the findings and draw conclusions.

The study found that only few public secondary schools in Kenya had adopted a computer-based, data-driven decision-making with low overall use and reliance on data for decision-

making, an indication that most public secondary schools in Nairobi County were yet to embrace data-informed decision-making.

While this study used case study to examine perspectives on data-informed decision-making in Nairobi County public secondary schools, the present research used mixed methods approach with convergent parallel design. This approach enables validation across methods, enhancing the reliability of findings. The current study investigated how principal's instructional supervisory practices influenced teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya.

## **2.8 Summary of Literature and Research Gaps**

This chapter has presented a review of Transformational and Path goal leadership theories in relation to how instructional supervision influence teachers' job performance. It has also reviewed existing empirical literature on the effect classroom visitation and feedback, collaborative decision-making, modeling best practices and making data-informed decisions by principals has on teachers' job performance in an attempt to identify research gaps.

Some of the reviewed studies indicate a knowledge gap in that most did not quite investigate how principal's instructional supervisory practices influenced teachers' job performance. Other reviewed literatures indicate some geographical gaps as the studies were conducted in other countries thus presenting different geographical contexts from Kenyan setting. Still other studies either adopted qualitative or quantitative research approaches thus revealing a methodology gap. Theoretical gaps were also identified in some literature reviewed as they were based on different theories from Instructional Leadership theory which guided the present study.

Global studies on the influence of principal's instructional supervision practices on teachers' job performance indicated that many practices adopted by principals led to improved teachers'

job performance, most often revealed through improved student learning outcomes. However, most local studies reviewed linked principal's instructional supervisory practices to students' academic performance rather than to teachers' job performance.

Although some of the reviewed literature linked principal's instructional supervision practices to teachers' job performance, most were conducted in public primary school context rather among public secondary school teachers. Also some of the reviewed studies were informed by different theories such as Theory X and Theory Y, Vroom's expectancy Theory and the Constructive Controversy Theory unlike the current study which was informed by the Instructional Leadership Theory. The current study bridged these gaps by investigating the influence of principal's instructional supervisory practices on teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya.

Reviewed studies on the role of principal's classroom visitation and feedback on teachers' job performance indicated that this practice enhanced teachers' job performance as they were encouraged to perform at their best (Rostini et al.2022). However most of these studies were conducted using quantitative research designs and did not comprise qualitative data (Nwaogwugwu (2021). Some other reviewed studies were conducted among junior secondary school teachers and in a context different from Kenyan context (Yosief et al., 2021). Reviewed local studies on how classroom visitation by principals as an instructional supervisory strategy influenced teachers' job performance revealed theoretical and knowledge gaps as they used a different theory from Instructional Leadership theory on which the current study was anchored, Obuchere (2023), and did not focus on the wider picture of instructional supervision but rather narrowed down to one instructional supervisory practice (Kamontho et al., 2019). The present study sought to bridge these gaps by investigating the influence of principal's instructional

supervisory practices on teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya.

Reviewed studies on the role of collaborative decision-making as an instructional supervisory practice that principals can employ to enhance teachers' job performance presented various gaps. Some reviewed literature failed to reveal the relationship between collaborative decision-making and teachers' job performance and employed quantitative research design only thus leaving out qualitative data (Brezicha et al., 2020). This revealed methodological and knowledge as well as contextual gaps since most studies were done in other countries and among other levels of education rather than secondary schools. Reviewed regional studies failed to show how involving or not involving teachers in decision-making affected their job performance (Abubakari, 2022). Reviewed local studies have yielded contradicting results. Some findings suggested that teachers were actively involved in decision-making process, whereas others indicated otherwise. Also some literature focused on how collaborative decision-making influenced the overall performance of the school rather than on the job performance of teachers thus presenting a knowledge gap (Kiprop, 2021). Another reviewed local literature by Shikokoti et al. (2020) failed to focus on influence of collaborative decision-making on teacher's job performance but focused on teacher satisfaction as influenced by collaborative decision-making. The current study will address these gaps by studying the influence of principal's instructional supervisory practices on teachers' job performance in public secondary schools in Mukurweini sub-county, Nyeri Kenya.

Some literature reviewed on modeling best practices and its role on teachers' job performance revealed methodology, knowledge and contextual gaps. Global and regional reviewed literature failed to indicate how modeling best practices influenced teachers' job performance. Most

reviewed studies used qualitative research approach thus failed to incorporate quantitative data which allows for generalization of research findings. Reviewed local studies presented a contextual gap in that they focused on training of staff that was not teachers and how this training influenced their job performance (Wangui, 2021).

Literature reviewed on the role of data-informed decision-making on teachers' job performance presented methodology and contextual gaps. Local studies failed to reveal how principals used data to make decisions that improve teachers' job performance thus revealing knowledge gap. In addition, some studies used qualitative research approach which does not allow generalization of research findings. The current study bridged these gaps by using mixed methods research approach to investigate the influence of principal's instructional supervisory practices on teachers' job performance in public secondary schools in Mukurweini Sub-county, Nyeri Kenya.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

This chapter informs on the research design and methodology adopted by the current research. It also indicates the location of the study, target population, sampling techniques, and data collection instruments. Further, this chapter presents validity and reliability, credibility and dependability of qualitative instrument, data analysis procedures that will be applied and ethical considerations undertaken by the researcher.

#### 3.2 Research Design

A research design provides the framework for conducting a study (Sileyew, 2019), linking the research problem to achievable empirical investigation. The current study adopted a mixed-methods research approach, which according to Creswell and Plano (2023) entails the combination of quantitative and qualitative research components for the purpose of breadth and depth of understanding and corroboration. Specifically, this study adopted a convergent parallel mixed-methods design, which involves simultaneous collection of qualitative and quantitative data elements. The researcher collected quantitative data from teachers by use of structured questionnaire measuring job performance and perceptions of principals on instructional supervision. Using interview guides, qualitative data was collected from the quality assurance and standards officer (QASO) and principals to explore their experiences as relates to instructional supervision. Both data sets were analysed separately but their findings compared to see if teachers', QASO's and principals' perceptions on job performance and instructional supervision aligned.

### **3.3 Location of the Study**

The current study was conducted in all 32 public secondary school in Mukurweini Sub-County, Nyeri Kenya. Mukurweini Sub-County covers an estimated area of 178.6 Km<sup>2</sup> and shares borders with four other Sub-Counties: Tetu Sub-County to the North west (approximately 283 Km<sup>2</sup>), Othaya Sub- County to the West (about 166 Km<sup>2</sup>), Mathira Sub-County, which includes Mathira East and Mathira West to the North, covering an estimated area of 479 Km<sup>2</sup>, and Nyeri Central Sub-County with an area of 105 Km<sup>2</sup> (Ministry of Education, 2020).

The researcher settled for Mukurweini Sub-County due to concerns about students' academic outcomes which suggested potential challenges in teacher job performance. While according to Mwangi (2016) various factors such as economic, home-related and school-based factors might contribute to student academic achievements in Mukurweini Sub-County, research indicates that principal's instructional supervisory practices influence teacher effectiveness. However there is limited empirical research on how these practices influence teachers' job performance in Mukurweini Sub- County. This study sought to fill this gap by examining whether and how principal's instructional supervisory roles contributed to teacher performance, and, by extension, student learning outcomes. Hence the researcher hoped to unveil instructional supervisory practices that principals might use to enhance teachers' job performance in the area.

### **3.4 Target Population**

According to Taherdoost (2016) target population refers to a complete case or cases from which the researcher draws the study sample. The current study targeted 705 participants, 672 teachers, 32 principals from all the 32 public secondary schools in Mukurweini Sub-County, as well as 1 Quality Assurance and Standards Officer (QASO) from the Sub-County directorate of education.

### **3.5 Sampling Technique and Sample Size**

According to Casteel and Bridier (2021) a sample consists of a smaller subset of individuals or objects drawn from a target population for investigation purpose, whereas sampling refers to the process of selecting this subset to allow generalization of the study's findings to the entire target population (Morin et al., 2021). Sampling techniques are either probable or non-probable. This study adopted both probability and non-probability sampling techniques to obtain a representative sample from the target population.

#### **3.5.1 Sampling of Schools**

Mukurweini Sub-County has a total of 32 public secondary schools, all of which were included in this study's target population. To ensure a fair chance of representation across all categories, the researcher listed the names of all the 32 public secondary schools in Mukurweini Sub-county on pieces of paper. They folded the pieces of paper with the schools written on them in a way that their contents were completely hidden. The researcher placed the folded pieces of paper in a box and mixed them well, after which they had a student pick one paper at a time randomly to arrive at 10 schools. The 10 schools picked represented the sample of the study. Out of the 10 selected schools, 2 were boys only, 3 were girls only, and 5 were mixed public secondary schools, making a sample of 10 schools, which was 31% of the total number of public secondary schools in Mukurweini Sub-County. According to Creswell (2014) a sample size of 10% to 30% of the entire population is satisfactory and acceptable for a single study for reliable findings and generalization.

### 3.5.2 Sampling of Principals

Purposive sampling was used to include all ten principals of the selected 10 schools.

Purposive sampling involves deliberately selecting participants based on specific traits or expertise relevant to the study (Creswell & Creswell, 2018).

### 3.5.3 Sampling of Quality Assurance and Standards Officer (QASO)

Researchers often employ purposive sampling to select informants based on their particular knowledge of, and/or experience with, the focus of empirical inquiry (Robinson, 2024). For the current study therefore the researcher utilized purposive sampling to include the Mukurweini Sub-County's only quality assurance and standards officer as a participant in the study.

### 3.5.4 Sampling of Teachers

Mukurweini Sub-County has a total of 672 public secondary school teachers from which the researcher selected a sample for this study. To ensure that the sample was neither too small to be representative of the population under study nor too large to waste time and resources, the researcher applied Yamane's (1967) formula for determining sample size.

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

Where n= sample size

N=size of the population under study

e =desired level of precision (0.05)

By applying this formula the researcher arrived at a sample of 184 teachers as follows:-

$$n = 672 \div (1 + 1064 \times 0.05^2)$$

$$n = 672 \div (1 + 2.66)$$

$$n = 672 \div 3.66$$

$$n = 183.6066$$

n=184 teachers

The researcher then employed proportionate stratified sampling to ensure gender representation in the sample. Teachers were first stratified into male and female groups, after which participants were proportionately selected based on their representation in the total population of 672 teachers. This process yielded 101 female and 83 male teachers, forming a sample of 184 participants. To maintain the principle of probability, simple random sampling was then used in each school where teachers randomly picked folded papers numbered 1 & 2 with those picking number 2 forming the study sample. This presented an equal opportunity to each member of the target population to participate in the study.

**Table 1**

*Sample Matrix*

Category	Target population	Sample Technique	Sample Size	%
Schools	32	Stratified and Simple Random	10	31
Principals	32	Purposive	10	31
QASO	1	Purposive	1	100
Teachers	672	Proportionate and Simple Random sampling	184	27

### 3.6 Description of Data Collection Instruments

Data collection instruments refer to the methods used by researchers to gather information aimed at giving insights regarding a research topic (Taherdoost, 2021). Instruments used to collect data must be valid and reliable to ensure accuracy of the data (Kumar, 2019). The current

study collected quantitative data from teachers using questionnaires, and qualitative data from principals and QASO using interview guides, enabling comparison of both data types.

### **3.6.1 Questionnaires for Teachers**

To collect primary data from teachers, the researcher used self-administered questionnaires. The questionnaires constituted parts A, B, C, E and F. Part A collected demographic data from respondents, Part B contained items on classroom observation and feedback while part C contained items on collaborative decision-making. Parts D, and E contained information on modeling best practices and data-informed decision-making respectively, while part F contained information on teachers' job performance. The respondents made their judgement using a five points scale by ticking one appropriate option listed as: (1) Strongly disagree, (2) Disagree, (3) Undecided, (4) Agree, (5) Strongly Agree.

### **3.6.2 Interview Guides for Principals and Quality Assurance and Standards Officer**

In order for the researcher to understand principals' and QASO's unique perspectives on the research topic, semi-structured interview guides, which allow for face to face interactions, probing and clarifying of responses as opines Ruslin et al. (2022), were used to collect data from principals and the QASO. The semi-structured interview guides for this study constituted five sections (A-E). Section A captured principals' and QASO's demographic information while section B, C, D and E captured data on classroom visitation and feedback, collaborative decision-making, modeling best practices, and data-informed decision-making respectively as related to teachers' job performance.

### **3.7 Validity of Data Collection Instruments**

According to Sürücü and Maslakci (2020) validity is the ability of a measurement instrument to measure accurately what it purports to measure without confusion with another feature. For

the current study the researcher sought the opinion of research experts in educational leadership, instructional supervision and research methodology from Tangaza University to modify and ensure that research instruments for this study are valid.

### **3.8 Pilot Testing**

A pilot study is a preliminary investigation conducted by a researcher to assess the effectiveness of the research methods and tools prior to fieldwork (Bujang et al., 2024). According to Mugenda and Mugenda (2012) 1% to 10% sample of the target population is adequate for piloting a study. The researcher conducted a pilot study involving one principal and 2 teachers (representing 1 % of the total sample size), all of whom were excluded from the larger study sample. The school selected for the pilot study was within Mukurweini Sub-County, Nyeri, and the teachers selected were actively teaching in the selected school and had varying years of experience to provide diverse perspectives, while the principal was directly involved in instructional supervision which ensured relevant insights into the research focus.

### **3.9 Reliability of Quantitative Instruments**

A research instrument is reliable when it offers constant results when assessing a specific concept or variable using the same instrument (Crutzen & Peters, 2017). This study assessed internal reliability using split-half method. Test items related to the research objectives were divided into two equal halves, with one half consisting of even-numbered items and the other of odd-numbered items. The researcher computed the Pearson's Correlation Coefficient ( $r$ ) to measure the relationship between the score of the two halves, which yielded a correlation value of 0.92. To account for the reduction in test length, the researcher applied Spearman-Brown Prophecy Formula, resulting in an adjusted reliability coefficient of 0.90. As noted by Sürücü and Maslakçı (2020), a correlation value of 0.0 indicates no relationship between variables, while a

correlation value of 1.0 suggests a perfect correlation. Additionally, a reliability coefficient of 0.7 or above is considered to reflect a strong and acceptable level of reliability

### **3.10 Trustworthiness, Credibility and Dependability of Qualitative Instruments**

As identifies Kakar et al., (2023), there are five key terms for assessing research trustworthiness: credibility, transferability, dependability, confirmability, and authenticity. Credibility reflects confidence in the truth of the research findings, while transferability indicates applicability in similar contexts. The researcher ensured credibility of research findings by triangulating data sources while transferability was arrived at by comparing findings with existing literature. Dependability, which indicates that the research findings are consistent and can be replicable, was checked by peer reviewing of the research process and findings. Confirmability assesses whether the findings represent respondents' opinions and experiences rather than the researchers' biases, motivations, or interests. This was ensured by keeping an audit trail of the data collection analysis processes as well as by keeping a reflexivity journal. Authenticity is concerned with the ability of researchers to accurately depict the diverse realities that exist in the data collected from participants (Kynge et al., 2020). In this study the researcher triangulated various data sources, cross-verified findings, and used member checking to ensure trustworthiness of the qualitative research instruments and accuracy of the research findings.

### **3.11 Data Collection Procedures**

Prior to data collection the researcher obtained an introductory letter from Tangaza University Research Ethics Committee (TUREC) and a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). These approvals were used to seek authorization from the Nyeri County and the Mukurweini Sub-County directors of education to conduct the study in public secondary schools within Mukurweini Sub-County. With the

necessary documentation, the researcher visited sampled schools and used a structured script to introduce the study and explain its purpose to principals and teachers. Participants were required to sign consent forms to ensure voluntary participation and uphold ethical standards. Before administration, research instruments were piloted in a school not included in the main sample to check for clarity, reliability, and validity after necessary adjustments were made. At the agreed upon time the researcher personally administered questionnaires to teachers and conducted interviews with principals and the QASO which reduced variability in administration and ensured accurate data capture. During and after data collection, completed questionnaires and interview notes were securely stored in a locked folder. Data entries were further checked for completeness on-site, and data was be backed up regularly on external drive secure cloud storage.

### **3.12 Data Analysis Procedures**

In this study both qualitative and quantitative data were collected and analysed, with quality assurance measures applied throughout the analysis process to ensure accuracy, credibility, and reliability of the findings. For the quantitative, preliminary steps such as coding and tabulation were performed, followed by descriptive statistics which processed quantitative data specifically into percentages, bar graphs and frequency distributions using SPSS version 25.0. Inferential statistics was applied to test the relationships between variables specifically using Spearman's rank-order correlation coefficient ( $\rho$ ) to determine the strength and direction of the relationship between principal's instructional supervisory practices and teachers' job performance. To ensure data quality, all data was checked prior to analysis by checking for missing responses, outliers, and inconsistencies. To minimize data entry errors, the researcher double-checked data entry. Data entry outputs were independently reviewed to ensure that statistical results accurately

reflected the original data. Qualitative data from structured interview guides was exposed to thematic analysis. This involved verbatim analysis of interview responses to maintain authenticity. The researcher read transcripts multiple times to ensure familiarization and accuracy. Further, the researcher maintained an audit trail to document analytic decisions and maintain transparency. Emergent themes were presented using direct quotes and narrative summaries, ensuring thereby that participants' voices are accurately represented.

### **3.13 Ethical Considerations**

Ethical considerations ensure research integrity by promoting honesty, transparency, respect, impartiality, and accountability (Armond et al., 2022). The researcher obtained a recommendation letter from Tangaza University which they used to apply for a research permit from the National Commission for Science Technology and Innovation (NACOSTI). Using this permit the researcher requested authorization from the Nyeri County and Mukurweini Sub-County directors of education to conduct research in public secondary schools within their jurisdictions.

To uphold ethical standards and protect participants' rights, the researcher provided principals, teachers and the QASO with a detailed written summary of the study's purpose, procedures and expected outcomes. The researcher clearly explained participants' rights, including the right to withdraw at any time without penalty or repercussions. Further, the researcher required participants to sign informed consent forms confirming their voluntary willingness to participate in the study. The researcher ensured that no personally identifiable information such as names was collected. Participants were referenced using anonymous codes to keep them anonymous in all records and publications.

Physical data such as consent forms were kept in lockable lockers accessible only by the researcher while digital data such as survey responses were stored on a password-protected with encrypted backups. Raw data was only accessible to the researcher and approved supervisors while aggregated results were shared in ways that prevented re-identification. To avoid psychological harm to participants, sensitive topics were framed neutrally and participants freely skipped questions that they found uncomfortable. In addition, no data was shared with school authorities in ways that could affect participants' employment evaluations. Recruitment of participants for the study and data analysis procedures avoided bias based on gender, age, or teaching experience.

The researcher retained raw data for five years after thesis submission after which they securely destroyed it by way of shredding paper records and permanently deleting digital files. The study's findings were published in aggregate form only, with no school or individual identifiable in reports, theses or presentations. Participants were allowed to request for a summary of the results after the completion of the study. The study protocol were reviewed and approved by TUREC to ensure compliance with NACOSTI standards. All sources were cited using the American Psychological Association (APA) seventh edition research writing guidelines to prevent plagiarism.

## **CHAPTER FOUR**

### **PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS**

#### **4.1. Introduction**

This chapter presents the findings, interpretations, and discussions on the influence of principals' instructional supervisory practices on teachers' job performance in public secondary schools in Mukurweini Sub- County, Nyeri Kenya. Principal's instructional supervisory practices were examined through four key indicators: classroom visitation and feedback, collaborative decision-making, modelling best practices and data- informed decision-making. The chapter is structured into several sections. These include an analysis of the study's response rate, a presentation of the participants' demographic data, interpretation and discussion of the findings related to the specific objectives of the study from a descriptive and inferential statistical analysis. The findings are presented in alignment with the research questions.

#### **4.2. The Response Rate of the Study Participants**

The researcher distributed research instruments to different study participants. Quantitative data for the research was collected through questionnaires distributed to teachers, while qualitative data was accessed through interviews conducted with principals and the quality assurance and standards officer (QASO). Data relating to the response rate of the target sample of study is depicted in Table 2.

#### **Table 2**

*The Response Rate of the Study Participants*

<b>Population Description</b>	<b>Population Size</b>	<b>Target Sample Size</b>	<b>Actual Participants</b>	<b>Response Rate</b>
Teachers	672	184	130	71%
Principals	32	10	10	100%
QASO	1	1	1	100%

To collect data from respondents, the researcher distributed 184 questionnaires to teachers in public secondary schools in Mukurweini Sub-County, Nyeri Kenya. Out of the target sample of 184 teachers, 169 were completed and returned. Out of the 169 questionnaires returned, 39 were spoiled as respondents failed to respond to open-ended questions in the questionnaire. The actual response rate was therefore 71% (130 questionnaires) which is considered excellent for gathering quantitative data to inform on the issue under investigation. As Mugenda and Mugenda (2013) argued, a response rate of 50% is considered sufficient for analysis and reporting, 60%-69% is considered good, and any rate above 70% is regarded as excellent. The excellent response rate in this study was achieved to a greater extent, due to the researchers diligence in explaining the questionnaire procedures to the respondents. Even with the high response rate, some teachers failed to return the questionnaires for reasons unknown to the researcher. Additionally, interview guides were used to collect qualitative data from 10 public secondary school principals and 1 QASO registering 100% response rate. The 100% response rate was achieved through the strategic scheduling of interviews at a time convenient for the respondents and the researcher's effort to establish rapport, which fostered a positive environment for open and detailed sharing. This level of participation further underscored the significance the respondents attributed to the study and their commitment to advancing educational supervision in the region. The qualitative data collected provided detailed insights and thorough understanding of principals' perspectives

on the instructional supervisory practices they use and how these influence teachers' job performance.

### **4.3 Demographic Information of the Participants**

The study sought to establish participants' personal characteristics, comprising of gender, age, highest educational level attained, years of teaching experience, and the teacher's and principal's school category. In collecting demographic information, the researcher sought to find out how the personal characteristics of the participants (teachers) might affect how they view the influence of principal's instructional supervisory practices on teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri.

#### **4.3.1 Gender Distribution of Teachers, Principals and Quality Assurance and Standards Officer**

The study sought to find out the gender of the research participants in order to establish whether there was a difference between male and female participation in rating how the principal's instructional supervisory practices influenced teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri. The findings are presented in Figure 2.

#### **Figure 2**

### *Gender Distribution of Research Participants*

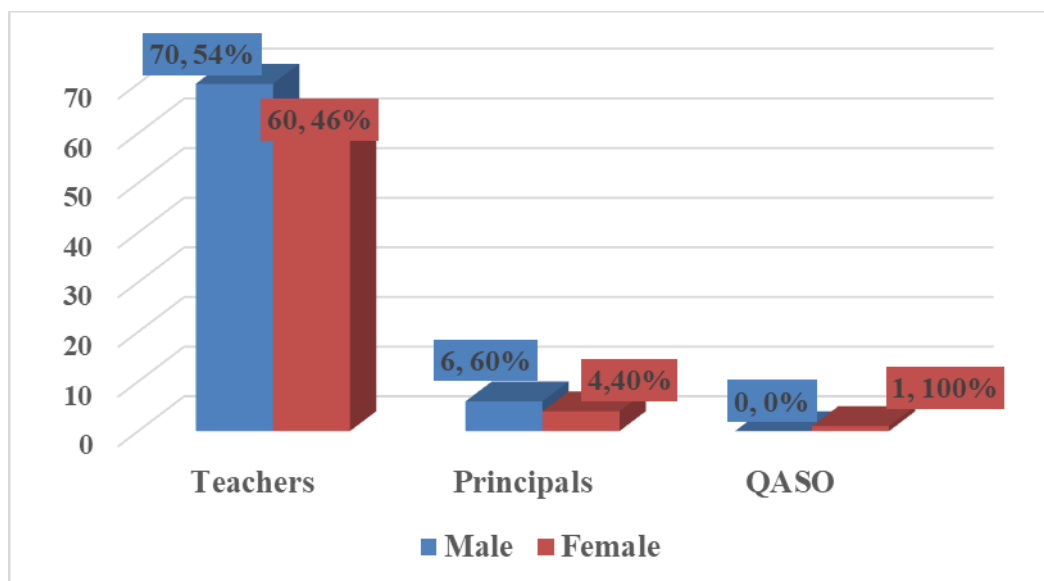


Figure 2 shows that majority of the teachers (54%) were males indicating a slight male dominance among teachers although the gender gap was not large as female teacher respondents were 46%. A more noticeable male dominance was however evident among principals as 60% of principal respondents were males and 40% females. Only 1 QASO who was female was interviewed indicating 100% female representation in overall supervisory roles. While there were more male teachers and principals, the QASO who was female introduced gender complementarity across instructional supervisory levels of instructional supervision, hence indicating a form of gender balance across different supervisory roles, rather than within each role individually. Gender balance is indicative of fairness and equity while allowing the identification of gender related differences in experiences.

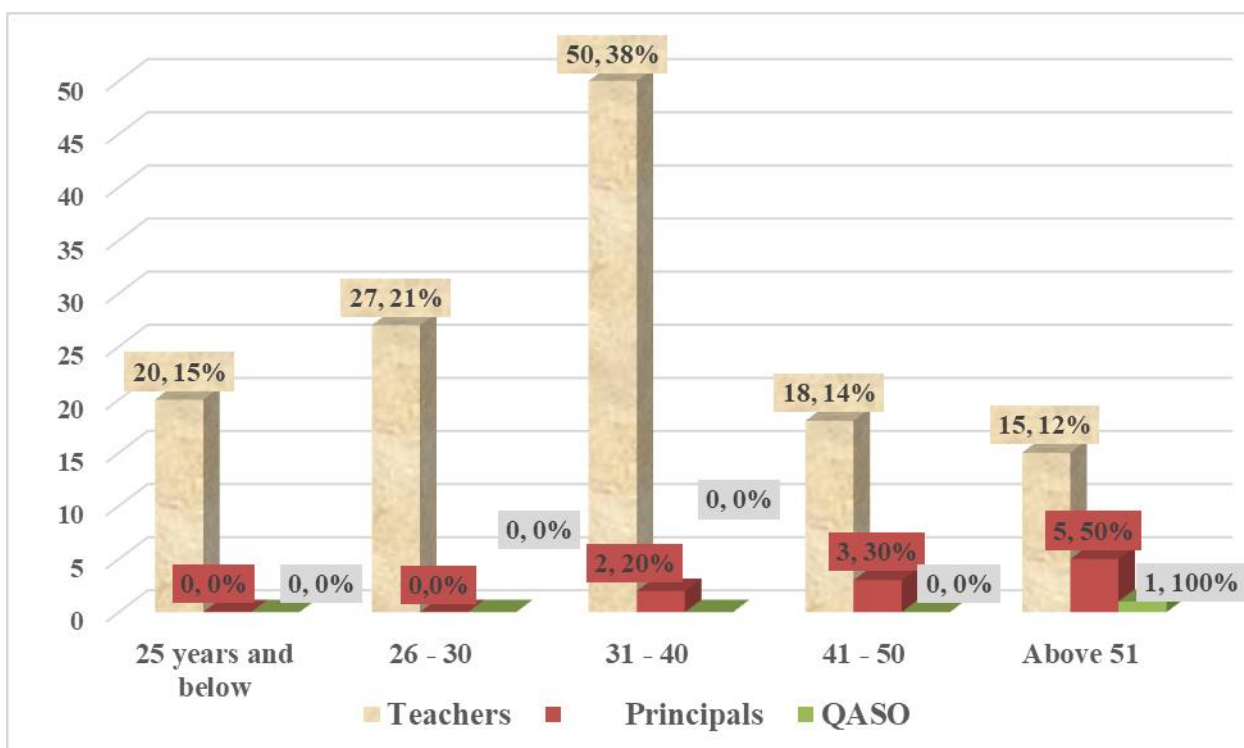
#### **4.3.2 Age Distribution of Research Participants**

This study sought to establish the distribution of teachers, principals and QASO by age. This was done in order to find out whether age had any influence on the teachers' ability to perform their jobs and the principals' and QASO's effectiveness in supervising instruction in public

secondary schools in Mukurweini Sub-County, Nyeri Kenya. The findings of the study are presented in Figure 3.

**Figure 3**

***Distribution of Research Participants by Age***



This sought to establish the age of research correspondents. According to the data availed in figure 3, majority of the teachers (38%) were between 31 to 40 years of age, while majority (50%) of the principals were above 50 years of age. According to Martinez-Garcia et al. (2025), seasoned principals tend to show stronger capacity to coordinate curriculum, support teacher practice, and respond to instructional challenges. Experienced principals are more effective teacher coaches and are able to better link instructional supervision to teacher professional development (He et al., 2024). Schools led by older principals demonstrate a stronger teacher performance in supervision and evaluation of instruction compared to schools headed by younger principals (Kauts et al., 2021).

According to Resnick (2023), teachers' age and cumulative teaching experience exert a significant effect on their capacity to build higher order thinking skills (HOTS) in classroom environments. It is plausible to argue that more seasoned teachers benefit from a deep, well-internalized knowledge base cultivated over many years of instructional practice, which may afford them a greater pedagogical insights and adaptive expertise than their junior colleagues. However, according to Ningchuilu and Thomas (2025), young teachers are more likely to exhibit greater comfort and frequent use of digital tools, which in turn enhance student engagement and learning outcomes. These two studies provide complementary opinions suggesting that teacher effectiveness should not be viewed as a function of age or experience in isolation, but rather as the product of integrating accumulated professional wisdom with contemporary instructional practices.

#### **4.3.3 Distribution of Teachers, Principals and Quality Assurance and Standards Officer (QASO) According to Academic Qualifications**

In order to establish whether the principals and the QASO had the professional qualifications to supervise instruction, and that the teachers had the required professional qualifications to implement teaching and learning in public secondary schools in Mukurweini Sub-County, Nyeri Kenya, the researcher sought to establish the distribution of teachers, principals and QASO by their academic qualifications. The findings of the study are as recorded in Figure 4.

#### **Figure 4**

### *Highest Educational Level Attained by Research Participants*

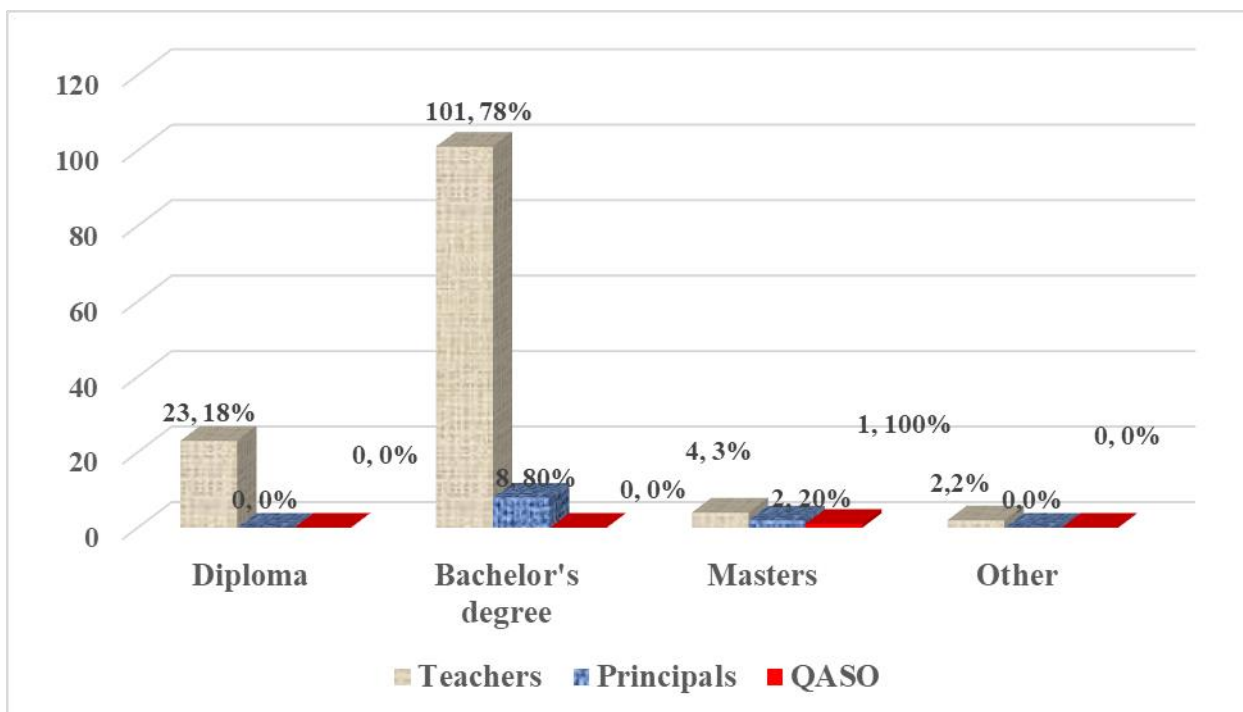


Figure 4 shows that majority of the teachers (78%) in public secondary schools in Mukurweini sub-county, Nyeri were holders of bachelors' degree while 18% had diploma qualifications, with only 3% having Masters' qualifications. Further, the study revealed that a majority of the principals (80%) had bachelors' degree qualifications while only 20% had masters' qualifications. The QASO had masters' degree qualifications. This distribution has important implications on instructional supervision and teacher job performance. Teachers' academic qualifications influence their pedagogical competence, professional confidence, and ability to meet diverse student needs (Bana et al., 2022). A predominantly bachelor-level teaching workforce indicates that the Sub-County meets the basic requirements for secondary school teachers as prescribed by the Teachers Service Commission (TSC), which typically emphasizes diploma as the minimum qualification for secondary education teaching (TSC, 2021). However, while teachers may competently perform core instructional roles, they may

require more structured supervision and continuous professional development from principals to enhance their performance. For principals, academic qualifications directly shape their ability to carry out instructional supervisory practices. Research shows that principals with higher academic training demonstrate stronger skills in guiding teachers, using performance data, and fostering collaborative decision-making (Wanjiru & Murungi, 2023). The finding that only 20% of the principals had master's degree qualifications may therefore suggest limitations in the scope and depth of instructional supervision they provided to their schools. This has implications on teacher job performance as insufficiently robust supervision could affect areas such as curriculum implementation, fidelity, learner-centered instructional practices, and professional accountability. The presence of the QASO with a master's qualification introduced a critical balancing role. Given that the QASO oversees curriculum implementation and instructional quality at Sub-County level, their advanced academic training equips them to mentor principals and provide oversight that can compensate for the principals' relatively lower qualification levels. This suggests that while the qualifications of principals may limit supervision at the school level, the QASO's capacity provides an external support mechanism that could positively influence teacher performance.

#### **4.3.4 Distribution of Teachers and Principals According to Experience**

In order to determine whether the years of service had enabled teachers, principals, and the QASO to gain additional knowledge and skills that could enable them use effective instructional strategies, the researcher sought to determine the years of experience of the respondents. Years of experience are often linked to teachers' job performance and the effectiveness of instruction (Altmok, 2024). The study's findings are presented in table 3.

#### **Table 3**

*Teaching Experience of Research participants*

	Teachers		Principals		QASO	
	f	%	f	%	f	%
Less than one year	7	5	2	0	0	0
2 - 5 years	51	39	2	0	1	100
6 - 10 years	35	27	3	0	0	0
11 - 15 years	12	9	1	0	0	0
16 - 20 years	10	8	2	0	0	0
20 years and above	15	12	0	0	0	0
Total	130	100	10	00	1	100

According to this study's findings in Table 3, majority of teachers (39%) in Mukurweini Sub-County had between 2-5 years of experience while 27% had 6-10 years of experience. Majority of the principals (30%) had between 6-10 years of experience while 20% had less than a year, between 2-5 years and between 16-20 years of experience. The finding that many teachers (39%) had between 2-5 years of experience, and a further 27% had 6-10 years suggests that majority teachers in Mukurweini Sub-County were relatively early to mid-career professionals. This implies that many of them had already gone through at least one full student cycle (four years of secondary education), giving them practical experience in curriculum delivery, assessment, and classroom management. Such exposure can positively influence teacher job performance, as teachers gain confidence and refine their instructional strategies over successive cohorts. Experienced teachers typically develop deeper pedagogical knowledge, classroom management skills, and better understanding of learner needs, all of which enhance their job performance. They are also more likely to adapt and apply a range of instructional

strategies to improve learning outcomes (He et al., 2024). Also, teachers with more years of experience may respond differently to supervision. They might require less directive and more collaborative or developmental forms of supervision, as they can engage in reflective practices and peer mentoring (Lambert, 2025). Consequently, less experienced teachers benefit from more frequent and structured supervision that provides guidance, feedback, and modelling of best practices by their supervisors.

The concentration in the lower to mid-range of experience also indicates the need for continued professional development and mentoring for teachers in Mukurweini Sub-County in order to strengthen their instructional effectiveness and sustain motivation, especially as they transit into more experienced phases of their career.

With majority of principals (30%) having 6-10 years of experience, it suggests a group that has developed moderate expertise in school leadership and instructional supervision. Such principals are likely to possess sufficient understanding of effective supervisory practices, including classroom observation, feedback and teacher support (Maxmudjon, 2023). However, the presence of a notable portion (20%) with less than a year of experience indicates variability in supervisory capacity across public secondary schools in Mukurweini Sub-County, Nyeri Kenya. Newly appointed principals may still be adapting to their roles, which could affect the consistency and quality of instructional supervision provided.

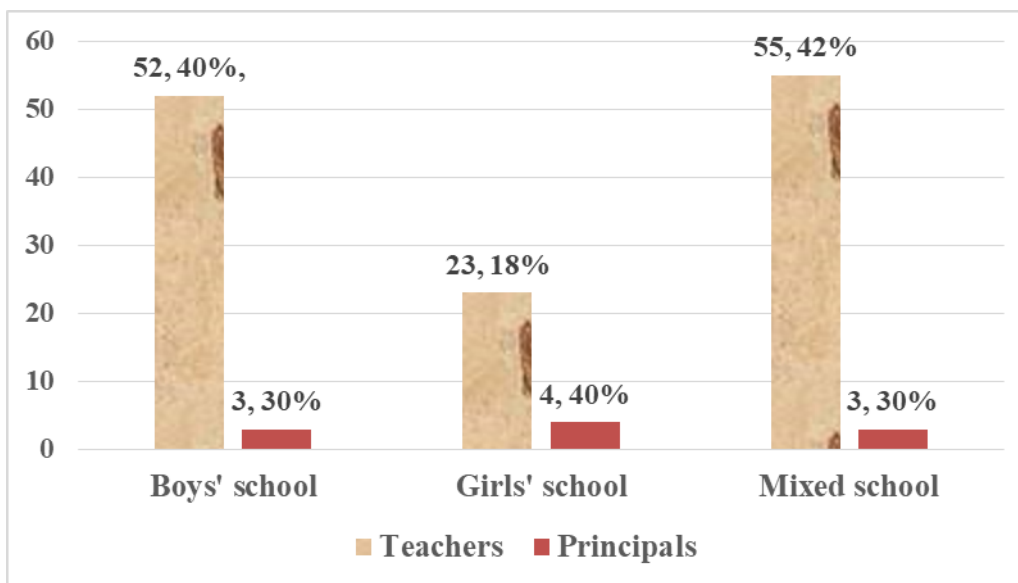
The QASO had between 2-5 years of experience. Even though they may bring fresh perspectives, enthusiasm, and familiarity with current educational reforms and technology, fostering collaborative and supportive supervision, limited field experience may affect their ability to provide context-sensitive feedback and gain credibility with seasoned teachers.

#### **4.3.5 School Category to Which Research participants Belong**

In order to come to with a more comprehensive and non-biased data, the researcher collected data from boys', girls' and mixed schools and the findings were as recorded in Figure 5.

**Figure 5**

***School Categories for Research Participants***



As depicted in Figure 5, majority of teacher respondents (42%) were drawn from mixed school while 40% and 18% were from boys' schools and girls' schools respectively. On the contrary, a larger number of principals (40%) were heads of girls' schools, while mixed and boys' school principals formed 30% each of the total principal sample. This distribution suggests a variation in context in which instructional supervision is practised. Further, the findings imply that the school type may influence how principals implement instructional supervision, which in turn affects teacher's job performance. Instructional supervision in mixed schools may require a greater focus on differentiated instruction and inclusivity, while supervision in girls' or boys' schools may emphasize approaches tailored to gender-specific learning behaviours. According to Nyam and Okeke (2021), recognizing these contextual variations is crucial for understanding

how principals' instructional supervision practices contribute to improving teachers' job performance and instructional quality.

#### **4.4.1. Principal's Classroom Observation and Feedback and Teacher Job Performance**

The first objective of this study sought to determine the influence of principal's classroom observation and feedback on teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya. In pursuance of this objective, quantitative data was collected from teachers using a semi-structured questionnaire comprising of a 5-point Likert-scale rating and an open-ended question. Qualitative data was obtained from school principals and a quality assurance and standards officer (QASO), using an interview guide via face-to-face interviews. The quantitative data gathered using the 5-point Likert-scale rating was analysed using numerical descriptive statistics comprising of frequency counts and percentages that were portrayed in tables (tabulation), while response to the open-ended question were analysed and summarized through comprehensible narrations. Data from interviews was transcribed, coded, and analysed thematically based on research questions, with emerging themes presented through narratives and direct quotations.

Utilising 5-point Likert-scale rating, teachers were asked to indicate their extent of agreement with sets of provided statements relating to principal's classroom observation and teacher job performance. The key to the Likert-scale ratings was described as: 1=Strongly Disagree (SD), 2 = Disagree (D) 3 = Not Sure (NS), 4 = Agree (A), 5 =Strongly Agree (SA). Table 4 provides a summary of the responses obtained from the 130 teachers.

#### **Table 4**

*Principal's Classroom Observation and Feedback and Teacher Job Performance*

Statement	SD		D		NS		A		SA	
	f	%	f	%	f	%	f	%	f	%
My principal visits and observes my class during lessons often	8	6	27	21	13	10	64	49	8	14
My principal provides me with timely feedback on my lesson delivery after classroom observation	13	10	28	22	8	6	60	46	21	16
My principal offers me advice on classroom management strategies after classroom observation	10	8	26	20	5	4	65	50	24	18
My principal gives me advise on organization of teaching and learning environment during classroom observation	10	8	23	18	9	7	66	51	22	17
My principal suggest ways to improve student engagement after classroom observation	9	7	23	18	7	5	57	44	34	26
My principal offers me guidance and advice during classroom observation	10	8	33	25	10	8	52	40	25	19
My principal provides tailored support on a variety of teaching strategies	5	4	32	25	12	9	59	45	22	17
My principal encourages me to adapt my teaching strategies to suit unique student needs after classroom observation	5	4	21	16	12	9	71	55	21	16

My principal reviews my lesson notes and during classroom observation.	12	9	34	26	20	15	51	39	13	10
My principal advises me on ways to improve my lesson notes	10	8	34	26	15	12	55	42	16	12
My principal checks the alignment of my lesson plans with instructional goals.	11	8	26	20	17	13	55	42	21	16

Table 4 shows that majority of teachers (49%) agreed and 14% strongly agreed that their principals often visited and observed their classes during lessons, with only 6% teachers strongly disagreeing with this statement. These findings suggest that most teachers acknowledged that their principals visited and observed classrooms regularly. This indicates an active supervisory presence, which is essential in monitoring teaching quality. However, the smaller portion of teachers who strongly disagreed with the statement may imply inconsistency in the practice.

From the open-ended question responses, a significant number of teachers reported positive outcomes, which included classroom observation helping them recognize their strengths and weaknesses, enhancing planning and refining teaching strategies, enhancing lesson delivery, and maintaining classroom discipline. Several teachers emphasized that feedback from the principal motivated them, enhanced preparedness, and stimulated continuous professional development, particularly in regards to modifying instructional strategies to cater to the diverse needs of learners.

Generally, the findings indicate that structured, frequent, and feedback-based observation of classroom by principals is necessary in order to promote teaching quality, foster reflective practice, and enrich learning experiences of students, while discrepancies in observation

practices undermine such advantages. These findings were backed up by a statement from a principal in an interview who argued that visiting classrooms during lessons and observing implementation of teaching and learning ensured that teachers were well guided in curriculum delivery. This was in line with the opinion of another principal who had this to say:

I find classroom visitations and observation important since they enable me to see the quality of teaching and ensure proper implementation of the curriculum. During my classroom visits I provide constructive, evidence-driven feedback which I believe leads to professional growth and improve teaching practices by observing teachers at work. The classroom visitations enable me to obtain valuable data for decision-making, improve accountability, and ensure high-quality learning experiences for students. Besides, constant class observation enhances collaboration, credibility, and shared commitment to improving learning and teaching at school (Principal A, 08/07/2025).

The findings from the principal relate to what the QASO said:

When principals enter classrooms to observe teaching, teachers feel supported and encouraged to give their best to their students. Most often than not the principals guide teachers in areas where they need to improve at the same time noting the teachers' professional development needs and offering tailored support according to the needs presented by individual teachers (QASO, 06/10/2025).

Overall these findings suggest that principals actively supported improving learner discipline and the learning, promoting a positive learning climate.

The study further revealed that 46% of the teachers agreed and 16% strongly agreed that their principals provided them with timely feedback after classroom visitation and observations indicating that effective follow-up after observation by principals in public secondary schools in

Mukurweini Sub-County, Nyeri was taking place. A considerable minority (10%) strongly disagreed and (22% disagreed, suggesting that feedback mechanisms may not have been always systematic. Regarding whether principals provided timely feedback to teachers after classroom visitation and observation, one principal shared that they believed in meeting teachers immediately after lesson observation where they discussed areas of strengths and weaknesses. They further opined that pointing out the teachers' strengths often raised their morale and consequently made them take criticism positively. Another principal stated:

I strongly believe that when feedback is consistent and timely, it reinforces a culture of responsibility and high performance among teachers. This is because as they refine their instructional methods based on immediate feedback, the quality of teaching and, consequently, student learning outcomes definitely improve (Principal D, 14/07/2025).

The QASO was of similar opinion as they had this to say:

If there is something I am passionate about it is prompt feedback and I always encourage my principals to provide prompt feedback to teachers as this gives them clear guidance on what they are doing well and what needs improvement, which, in my opinion, supports continuous learning and development. When feedback is given soon after observation, teachers can quickly reflect on their strategies and make the necessary adjustments while the lesson and context are still fresh in their minds (QASO, 06/10/2025).

These findings indicate that timely feedback is an essential aspect of instructional improvement as it is an intentional process that leads to quality teaching, professional growth, and improved school performance. These findings agree with Nwaogwugwu (2021) who

underscored the significance of timely feedback by revealing a positive correlation between classroom visitation and observation and teacher effectiveness.

Half of the teachers (50%) agreed with the statement that their principals provided them with advice on classroom management strategies after classroom observation. Another 18% teachers strongly agreed with the statement, making a total of 68% the teachers who were in agreement. A proportion of (8%) teachers strongly disagreed with the statement and 4% were unsure. From these findings, it is clear that a substantial majority of teachers (68%) acknowledged that their principals actively supported them in classroom management. However, nearly a third of the teachers (28%) disagreed or strongly disagreed, implying that such support was not uniformly offered across all the sampled schools. The 4% of teachers who were uncertain may reflect inconsistent feedback practices or limited follow-up after classroom observations. In an interview, one of the principal respondents asserted that they emphasized the importance of consistent routines and fair discipline practices. The opined that by offering advice in these areas had helped teachers foster respect and cooperation in their classrooms, which contributes significantly to their effectiveness. Another principal had this to say:

When I observe classroom management problems, I do not dictate solutions but guide the teachers to analyze what might have triggered the behavior or disruption. Together, we devise strategies that promote a positive classroom environment. Through this reflective process, classroom management and job performance continue to improve.

These findings indicate that while many principals engage in offering classroom management guidance as part of instructional supervision, there remains a notable proportion of teachers who perceive this practice as insufficient or inconsistent. As was revealed by Kamontho et al. (2019), classroom observation by principals is pivotal in enhancing the quality of instruction and teacher

classroom attendance, both of which have implications on student academic outcomes and teacher job performance. A study by Yosief et al. (2022) established school leaders who did not implement supervision by walking around had to content with poor student academic outcomes, reflecting poor job performance by teachers.

There was slightly more than average teachers (51%) who agreed with the statement that their principals offered them advice on the organization of teaching and learning environment, with another 17% strongly agreeing. A smaller proportion of 8% teachers strongly disagreed with the statement. While commenting about organization of teaching and learning, a principal asserted:

After lesson observations, I usually offer guidance to teachers on how to handle difficult learners or maintain classroom order. As a result, disruptions in the classroom reduce and the learning environment becomes more favorable. My guidance has helped many teachers become more confident and better manage their classrooms and hence focus more on teaching, consequently improving their overall work performance (Principal E, 18/07/2025).

The QASO's opinion resonated with what the principals stated. This is what they had this to say:

My strong believe is that failure to organize one's teaching is planning to fail. I greatly encourage principals to see that teachers prepare well before engaging in teaching by planning for lessons, gathering the required teaching and learning aids as well as by preparing lesson notes and ensuring content mastery. My slogan is that a well prepared teacher is an effective teacher (QASO, 06/10/2025).

These findings imply that organization of teaching is central to instructional quality and teacher job performance. This highlights the critical role of principals in ensuring that teachers prepare adequately before lessons as it enhances students' academic outcomes. This agrees with a study conducted in Kisumu County Kenya by Ochwada (2025) whose findings revealed that when teachers planned their lessons there was a significant improvement in students' academic outcomes.

On whether their principals suggested ways to improve student engagement, 51% of teachers agreed with the statement, 17% strongly agreed while 18% and 7% of teachers disagreed and strongly disagreed with the statement respectively. Student engagement is a critical factor in teaching and learning as it reflects the degree of attention, curiosity, and interest that student demonstrate during learning. On suggesting ways of improving student engagement, one Principal had this to say:

Unless students are fully engaged there is minimal learning taking place. This why I encourage my teachers to use instructional methods that keeps the students interested in learning hence fully engaged. Engaged students are more attentive, self-directed and are more likely to retain and apply knowledge meaningfully (Principal E, 18/07/2025).

This study's findings mirror Hulu et al. (2024) who underscored that when principals provide targeted feedback and suggestions on classroom engagement, teachers are more likely to apply interactive strategies that promote student participation in learning. Strengthening supervisory practices to include regular guidance on student engagement strategies is essential for improving teacher job performance and enhancing overall instructional quality as agrees Zhang et al., (2025).

When asked whether their principals offered any guidance and advice during lesson observation, 40% of the teachers agreed to this with another 8% strongly disagreeing to the idea. Regarding whether they advised and guided teachers after lesson observation, one principal had this opinion:

I often guide and advise teachers on ways they can improve their instructional quality. I believe this is one way of improving teachers' morale, confidence, and their willingness to try innovative teaching strategies. I usually do this soon after lesson observation when the lesson details are fresh in the teacher's mind. (Principal F, 21/07/2025).

In agreement, the QASO had this to say:

I encourage principals to guide and advise teachers appropriately especially now that there is so much going on in terms of the Competency Based Education (CBE). Teachers have never needed guidance like they do now. I believe that regular advice is what teachers need to create a sense of accountability while at the same time maintaining high standards of performance (QASO, 06/10/2025).

The findings of this study mirrors those of Miranda (2023) who argued that frequent coaching and evidence-based advice strengthen teachers' instructional competence and classroom management skills, thereby enhancing their overall performance and professional satisfaction. The principal's active role in guiding teachers aligns with UNESCO's (2024) call for instructional leadership that prioritizes mentorship and capacity building over administrative control.

A 42% proportion of teachers agreed to the statement that their principals provided tailored support on a variety of teaching strategies. Another 17% strongly agreed to this statement with those that strongly disagreed being 4%. The fact that a sizable percentage of teachers agreed or

strongly agreed implied that principals' efforts to offer differentiated or individualized instructional support were being recognized and valued by teachers. During an interview, one of the principals opined that providing individualized guidance to teachers promoted the use of pedagogical methods that are best suited to the students' learning needs, leading to improved learning outcomes and teacher effectiveness. The QASO's thoughts mirrored these findings as they had this to say:

I believe in tailored support to both teachers and students and I always encourage principals to treat each teacher as an individual. When coaching and feedback are aligned with each individual teacher's strengths and weaknesses, an environment of continuous professional learning and confidence in instructional delivery is fostered. Such environment is good for teaching and learning (QASO, 06/10/2025).

In agreement with this study's findings research by Johnson et al. (2024) demonstrated that data-driven tiered coaching models, where support intensity was adjusted according to teacher performance data resulted in significant improvement in teachers' use of evidence-based instructional strategies. Such findings indicate that tailored, data-driven supervision fosters professional growth.

The study further revealed that majority of the teachers (55%) agreed that their principals encouraged them to adapt their teaching to suit unique student needs during classroom observation. A further 16% proportion of teachers strongly agreed to this statement with 4% and 16% teachers strongly disagreeing with the same statement. Another 16% proportion of teachers disagreed with the statement. This suggests that principal's instructional supervision promotes reflective teaching and responsiveness, both of which are key components of effective instruction and improved teacher performance. Encouraging teachers to adapt instruction

demonstrates a principal's focus on learner-centered supervision. Such guidance helps teachers to differentiate instruction, address varying student abilities, and enhance classroom engagement, leading to better learning outcomes. In resonance to these findings, a principal stated that since each learner possessed distinct characteristics and learning needs, it is important that they are taught in diverse ways in order to keep each and every one of them engaged in the learning process. The principal further argued that differentiated and personalized teaching approaches were critical in nurturing creativity and critical thinking in learners. The principal's argument was in agreement with Almegdad (2023) who established that differentiated and personalized teaching approaches provide varied learning pathways that cater for individual learner strengths and interests.

On whether their principals reviewed their lesson notes, 39% of teachers agreed with this statement while 10% strongly agreed. The total proportion of teachers who disagreed that their principal reviewed their lesson notes was 26% and those who strongly disagreed were 9%. Teacher lesson notes review is one of the most important areas of instructional supervision because it enables principals to monitor lesson preparation, determine curriculum alignment, and provide formative feedback for enhancing instructional delivery. Indicating a supervisory lapse, one principal asserted that:

In all sincerity I do not always review teachers' lesson notes. I believe that what matters is good mastery of content. Lesson notes encourage teachers to 'spoon feed' their students as some leave their note books with students to copy notes after which they fail to take responsibility of their own learning. However I agree that newly employed teachers might benefit from preparing lesson notes to guide them in their instructional delivery (Principal I, 11/09/2025).

On the same breath the QASO asserted as follows:

Sometimes I visit schools and once in a while accompany the principals to classrooms. My intention is usually to see how prepared teachers are when they deliver lessons. Some of the documents I insist on seeing are teachers' lesson notes among other professional documents. I always encourage principals to review teacher notes as this is a key element of instructional supervision that is likely to allow them to assess lesson preparedness, ensure curriculum alignment, and offer feedback to improve teaching effectiveness (QASO, 06/10/2025).

Principals who consistently engage in lesson note review demonstrate proactive instructional leadership. Such engagement underscores the value placed on systematic planning and pedagogical accountability, both of which are critical to enhancing instructional quality. According to Arop et al. (2022), regular scrutiny of lesson documentation provides principals with insights into teachers' instructional approaches, thereby informing targeted support and professional guidance. The relatively high proportion of teachers who reported limited supervision in this regard may reflect gaps in the execution of instructional oversight. Where principals fail to frequently review lesson notes, opportunities for pedagogical improvement, curriculum coherence, and reflective teaching could be lost. A study by Kiplagat and Mariene (2022) argued that such supervisory lapses could adversely affect teacher motivation and performance, given that the teachers might perceive very little administrative concern in their instructional planning.

There were 42% teachers who agreed that their principals checked and aligned their lesson plans with instructional goals. The proportion of teachers that agreed to this statement was 16%. Teachers who disagreed with this statement were 20% with another 8 % strongly disagreeing.

While a majority of more than half the teachers perceived alignment supervision in a positively, the high percentage that did not reflected inconsistencies in instructional supervision, potential incongruities in teaching excellence, and areas where leadership support could have been strengthened. These findings underscore the need for structured monitoring and professional support to enhance lesson alignment and improve teacher performance. Commenting on the alignment of lesson plans and instructional goals, these were the feelings of one principal:

As an instructional leader, I encourage my teachers to always have the lesson objectives in mind whenever they draw their lesson plans. With aligned lesson plans, teachers can select appropriate materials and learning experiences, optimizing classroom resources and time management. Aligned lessons, I believe, provide students with a criteria to assess their progress, promoting self-regulation and ownership of their learning journey (Principal G, 03/09/2025).

The QASO's opinion mirrored that of principal G as they opined that:

One of the things I do to ensure quality of instruction is to continuously encourage principals to consistently check teachers' lesson plans to ensure that objectives are clearly stated and aligned with the syllabus. With the emergency of commercial schemes of work and lesson plans, principals cannot afford not to check this alignment. I always insist that teachers should keep a copy of the syllabus for the subjects they teach, and the heads of departments to have access to the designs of the learning areas under their jurisdiction. (QASO, 06/10/2025).

The QASO's insights align with the broader findings of this study suggesting that alignment of lesson plans with instructional goals is a cornerstone of effective teaching, benefiting both students and teachers. Lesson plan alignment with instructional objectives is likely to ensure

synergy in the teaching and learning process, leading to achievement of desired learning outcomes and teacher performance levels.

#### **4.4.2 Collaborative Decision-Making and Teachers' Job Performance**

The second objective of the research sought to establish how principal's collaborative decision-making influences teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya. In addressing this objective, quantitative data was collected from teachers using a semi-structured questionnaire comprising of a 5-point Likert scale rating and an open-ended question, and qualitative data was obtained from school principals and the quality assurance and standards officer (QASO) using interviews. In this section, the quantitative data gathered using the Likert-scale rating is analysed using descriptive statistical techniques. Data from the open-ended question is summarized and presented in narrative form, and qualitative data from the interviews is transcribed, coded, and analysed thematically based on research questions, with emerging themes presented through narratives and direct quotations.

Using the 5-point Likert-scale rating, teachers were asked to indicate their extent of agreement with sets of provided statements relating to the influence of collaborative decision-making on teachers' job performance. Teachers were asked choose the response that best suited their opinions on a five-point scale. Table 5 provides a summary of the responses obtained from the 130 teachers, who participated in the research.

#### **Table 5**

*Collaborative Decision-Making and Teachers' Job Performance*

Statement	SD		D		NS		A		SA	
	f	%	f	%	f	%	f	%	f	%
My principal encourages teachers to contribute their ideas during staff meetings	4	3	8	6	4	3	69	53	45	35
My principal adopts teachers' ideas when making decisions	13	10	11	8	17	13	66	51	23	18
My principal encourages teachers to take an active role in shaping decisions	7	11	8	10	8	69	53	33	25	
My principal values teachers opinions concerning decisions that impact teaching and learning	10	8	26	20	5	4	65	50	24	18
My principal encourages collaboration among teachers	3	2	8	6	8	6	63	48	48	37
My principal shares the school vision and engages teachers in shaping it	4	3	15	12	15	12	60	46	36	28
My principal ensures that all teachers align to a unified vision of the school instructional goals	4	3	13	10	13	10	69	53	31	24

The descriptive summary presented in Table 5 reveals that a majority of teachers (53%) agreed that their principals encouraged them to contribute ideas during staff meetings, while 35% strongly agreed with the statement. Conversely, only a small proportion of respondents (3%) disagreed, suggesting that most principals promoted a participatory and inclusive decision-

making process, which is a key aspect of effective instructional supervision. As stated one principal, encouraging teachers to share ideas during staff meetings was a way of fostering collaborative problem-solving, enhancing professional dialogue, and strengthening teachers' sense of ownership in instructional improvement efforts.

Responding to whether their principals adopted their ideas during decision-making, 51% of teachers agreed to the statement with 18% more strongly agreeing. Minority 10% teachers strongly disagreed with the idea. These findings indicate that majority teachers (69%) perceived their principals as receptive to teachers' ideas during decision making, while only a small proportion disagreed with this view, indicating that most principals of public secondary schools in Mukurweini Sub-County, Nyeri practiced inclusive leadership by valuing teacher input in school decisions, thereby fostering a collaborative environment. Likely, this enhanced teachers' sense of professional worth and belongingness which are key determinants of motivation and job performance. Acceptance of teachers' ideas promotes collective ownership of school improvement initiatives and supervisory practice efficacy in general. Responding to whether they adopted teachers' ideas in decision-making processes, one principal opined that:

As a principal, I believe that effective school leadership involves recognizing teachers as valuable partners in the decision-making process. During planning sessions, I make a deliberate effort to listen to teachers' suggestions which I then adopt as I make instructional decisions. Since teachers interact with learners on a daily basis, their insights often reveal practical solutions that may not surface at the administrative level (Principal A, 08/07/2025).

These findings from the principals closely relate to those from the QASO who noted that effective instructional supervision requires principals to adopt participatory leadership practices

that integrate teachers' ideas into decision-making. The QASO further argued that teachers' insights drawn from their daily classroom experiences provide a valuable input for improving instructional quality. According to Grissom et al. (2021), schools where principals acknowledge and implement teacher suggestions tend to demonstrate strong collaboration, high morale, and improved performance outcomes. Further research indicate that principals who institutionalize mechanisms that promote teacher participation in decision-making not only enhance accountability but also foster professional growth, and strengthen the overall effectiveness of instructional supervision (Khofi, 2024).

There were 53% of teachers who agreed with the statement that principals in their schools encourage teachers to take active roles in shaping decisions. A smaller proportion, 25% teachers strongly agreed with this statement, while 5% strongly disagreed. This indicates that principals in public secondary schools in Mukurweini Sub-County, Nyeri were largely adopting participatory approaches to instructional supervision, which recognize teachers as key contributors to school policies and instructional strategies. Such inclusive practices are likely to enhance teachers' sense of professional ownership, motivation and commitment, which are critical factors of effective instructional delivery. A study by Olaifa et al. (2023) found a positive correlation between participatory decision-making and teachers' job performance. According to this study, teachers who reported a high level of involvement in decision-making possessed demonstrated increased job satisfaction, motivation, and commitment to their work. A principal in one of the interviews emphasized the importance of encouraging teachers to take active roles in shaping instructional decisions. They observed that inclusive decision-making was central to effective supervision and improved teaching outcomes. Responding to the same statement, the QASO was of the opinion that:

I strongly believe that a participative approach to instructional decision-making is improving teachers' job performance. This is because teachers are more likely to own the decisions they take part in creating. By incorporating teachers' ideas into decisions about curriculum, assessment, and instructional strategies, schools can make more informed, relevant, and effective educational choices. It is for this reason that I encourage principals to make instructional decisions consultatively with teachers (QASO, 06/10/2025).

These findings align with Demir and Çobanoğlu (2025) who argued that teacher participation in decision-making fosters psychological ownership, reinforcing both job satisfaction and accountability for outcomes. Participatory decision-making therefore emerges as a strategic mechanism through which instructional supervision translates into improved teacher performance and overall school effectiveness.

There was agreement from half of the teachers (50%) that principals value teachers' opinions concerning decisions that impact teaching and learning. There were also a proportion of 20% teachers who disagreed with this statement. One principal stated, "I make it a priority to seek teachers' inputs in decisions that affect the teaching and learning process as this, as I have established overtime, correlates positively with overall academic performance of the school. My teachers and I are co-supervisors." Supporting this perspective, the QASO noted, "Principals who value teachers' opinions in instructional decisions foster collaboration and accountability. This participatory approach enhances teacher engagement, professional growth, and ultimately, job performance."

These insights underscore the importance of participatory instructional supervision as a strategy to strengthen collaboration, improve teaching effectiveness, and promote sustained teacher performance. These findings align with Olaifa et al. (2023) who established a positive

correlation between participatory decision-making and teachers, job performance, indicating that teachers who were involved in decision-making processes tended to perform better. The findings further indicate that the principals who actively seek and implement teachers' input in decisions affecting teaching and learning foster high levels of teacher motivation and job performance.

The teachers were asked whether their principals encouraged collaboration among them. Close to half the total number of teachers (48%) agreed with the statement. The proportion of teachers who strongly believed with the statement were 37%, making a total of 82% the proportion of teachers that perceived their principals as encouraging collaboration among teachers. Minority 2% teachers strongly disagreed, with yet another 6% disagreeing with the statement. It can therefore be inferred that most principals in Mukurweini Sub-County foster a collegial and cooperative professional environment. Such level of agreement suggests that principal supervisory practices are largely inclusive and supportive, emphasizing teamwork as a key component of instructional supervision. By promoting a sense of unity and shared purpose they enhance both teacher performance and student learning experiences.

In line with these findings, in an interview with principal C, it further revealed that the perceived encouragement of collaboration carried significant benefits for both teachers and the broader school community. This principal further argued that collaborative practices allowed teachers to share pedagogical strategies, exchange feedback, and collectively address instructional challenges. The principal added that teamwork among teachers enhanced instructional coherence and fostered professional growth through peer learning.

On the same note, another principal highlighted the importance of keeping the school team cohesive. The principal stated, "When teachers worked together, they are more likely to align their teaching strategies with curriculum standards, co-develop learning materials, and provide

mutual support in addressing diverse learner needs.’’ These findings underscore the important role of principals in cultivating a collaborative school climate which is critical in boosting teacher morale and professional competence. In addition, the QASO highlighted that collaboration among teachers and other stakeholders was a key factor in boosting teacher job performance. The QASO explained:

I often remind school leaders that supervision is not just about checking lessons but building professional communities. When teachers collaborate they grow together. Their continuous interaction serves as the glue that keeps them together, enhancing their commitment, creativity, and overall job performance (QASO, 06/10/2025).

These findings underscore the significance of teacher collaboration in enhancing teacher job performance and student academic outcomes. The findings align with Pozas and Letzel-Alt (2023) who revealed that deeper, constructive collaboration better supported inclusive pedagogies and adaptations for diverse learners.

When asked whether their principal shares the school vision and engages teachers in shaping it, a majority teachers 46% agreed to this statement while the percentage of teachers that strongly agreed were 28%. A minority 3% strongly disagreed while another 7% disagreed with the statement. This level of agreement suggests that most principals in Mukurweini Sub-County public secondary schools practice participatory or transformational leadership approaches that emphasize inclusivity, shared purpose, and collective goal setting. The engagement of teachers in vision formation indicated that principals were not only articulating the school’s direction but also encouraging teachers to contribute to its realization, an essential element of effective instructional supervision and school improvement. Engaging teachers in shaping the school vision aligns teacher efforts with institutional goals, fosters professional unity, and enhances

teachers' job performance by linking individual roles to the broader mission of the school. In line with these findings, Mydin et al. (2024) revealed that when principals involve teachers in defining the school vision, it strengthens teacher commitment and enhances a sense of ownership, ultimately improving instructional performance and consequently learner academic outcomes.

Responding to whether they shared the school vision with their teachers, one principal said, and "I always involve teachers in shaping our school vision because it gives them ownership. When they own the vision, they work with more purpose and consistency." Additionally, principal J argued that when teachers participate in crafting the school's vision, they feel valued. Further, the principal opined that this sense of belonging translates into stronger commitment and better work output. In line with this, the QASO highlighted that involving teachers in shaping the school's vision led to greater motivation, instructional alignment, and a sustained improvement in instructional delivery. They further argued that teachers perform best when they can see the bigger picture as they can see how their individual roles fit into the school's collective success. With a clear vision, teachers approach work with enthusiasm and accountability. These findings align with Moraal et al. (2024) who observed that inclusive decision-making led to a stronger alignment between strategic goals and classroom practice. From these findings, it is evident that principals who deliberately involve teachers in shaping the school vision not only foster a sense of ownership and professional agency but also strategically position their schools for sustained instructional improvement and high quality teaching outcomes.

Data from table indicates that more than half the teachers (53%) agreed to the statement that their principals ensures that all teachers align to a unified vision of the school instructional goals, with another 34% strongly agreeing to the statement. A small proportion of 10% teachers

disagreed with this statement. There were still another group of teachers (3%) that strongly disagreed that their principals ensured they align to a unified vision of the school instructional goals. The data indicates that a significant majority of teachers (77%) agree (53%) or strongly agree (24%) that their principals ensure alignment to a unified vision of the schools' instructional goals. This finding underscores the pivotal role of principals in fostering instructional coherence, which is essential for enhancing teaching effectiveness and student learning outcomes. Recent research supports this perspective. For instance, He et al. (2024) found that principals' instructional leadership significantly predicts teachers' professional development, emphasizing the importance of clear instructional goals in guiding teacher growth. These findings highlight the critical role of principals in ensuring that teachers align with a unified instructional vision. Addressing areas where alignment is lacking can further enhance teacher performance and, ultimately, student achievement.

The principals interviewed emphasized the critical role of aligning teachers to the school's instructional vision in enhancing teacher job performance. One principal noted:

I regularly hold with my teaching staff to ensure everyone understands our school's instructional goals. I also encourage teachers and students to set subject targets to which I ensure they direct their efforts. When teachers are clear about the direction we are heading, they are more focused and confident in executing teaching, which I believe has a direct positive influence in their job performance (Principal I, 11/09/2025).

The QASO contented that principals' efforts to align teachers with a unified instructional vision were fundamental in enhancing teacher performance. Further the QASO opined that when instructional direction is continually, teachers gain conceptual clarity and consistent focus, factors which support instructional coherence across schools.

These findings align with Naguit (2024) who revealed that principal's instructional leadership practices, particularly those emphasizing alignment and vision, exhibit a positive relationship with teacher performance outcomes. It is evident that aligning teachers to a unified instructional vision is a defining element of effective instructional supervision. It is evident that aligning teachers to a unified instructional vision is a defining element of effective instructional supervision.

Overall, the data indicates that principals who adopt participatory supervisory practices, particularly those emphasizing shared decision-making communication, and vision alignment, positively influence teachers' motivation, professional growth, teamwork, and instructional performance. From these findings, it can be inferred that participatory supervision not only enhances teamwork and innovation but also strengthens psychological and professional dimensions of teacher performance. Schools where principals nurture a culture of shared decision-making and instructional coherence are more likely to achieve sustained improvement in teaching quality and learners' academic outcomes. This is in agreement with He et al. (2024) who argued that asserted that principals' instructional leadership practices , particularly those fostering participation and shared vision significantly predict professional growth.

#### **4.4.3 Modeling Best Practices and Teachers' Job Performance**

The third objective of the research was aimed at assessing how the modeling of best practices by principals influence teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya. In addressing this objective, quantitative data was collected from teachers using a structured questionnaire composed of a 5-point Likert-scale tool. The quantitative data gathered using questionnaires is analysed by use of descriptive statistical techniques, while the qualitative data from the interviews is transcribed, coded, and analysed

thematically based on research questions, with emerging themes presented through narratives and direct quotations.

Using the 5-point Likert-scale rating, teachers were asked to indicate their extent of agreement with sets of provided statements relating to how the modelling of best practices by principals influence teachers' job performance. Table 6 provides a summary of the responses obtained from the sample of 130 teachers.

**Table 6**

*Modelling Best Practices and Teachers' Job Performance*

Statement	SD		D		NS		A		SA	
	f	%	f	%	f	%	f	%	f	%
My principal demonstrates how to align classroom instruction to the curriculum standards	8	6	14	11	20	15	73	56	15	12
My principal effectively communicates curriculum goals to teachers	3	2	11	8	8	6	81	62	27	21
My principal provides regular feedback on teaching effectiveness to teachers	3	2	18	14	16	12	70	54	23	18
My principal encourages peer assessment among teachers	4	3	6	5	12	9	73	56	35	27
My principal provides tailored instructional support to teachers	4	3	27	21	18	14	66	51	15	12
My principal encourages teachers to continually undertake professional development	3	2	7	5	6	5	78	60	36	28

Table 6 shows that majority of teachers (68%) acknowledged that their principals demonstrated how to align classroom instruction to curriculum standards, indicating instructional modelling in Public secondary schools in Mukurweini Sub-County was generally evident. The presence of 17% of teachers who disagreed (11%) or strongly disagreed (6%) points to variations in principals' practices or inconsistencies in communication or demonstration of curriculum alignment strategies. Furthermore, the relatively high proportion of teachers who were undecided (25%) suggests a possible lack of clarity or visibility in principals' efforts to model curriculum alignment, which may limit teachers' ability to internalize and apply such practices effectively. This is an indication that even though curriculum alignment was being promoted by many principals in public secondary schools in Mukurweini Sub-County, its implementation may not have been uniformly perceived or experienced across the teaching staff. These findings further suggest that principals who effectively model curriculum alignment practices are likely to enhance teachers' understanding and implementation of curriculum standards, thereby positively influencing teacher job performance and instructional quality. As notes Grissom et al. (2021), principals' instructional supervisory roles, including aligning curriculum and supporting teachers to use standards-aligned materials is a central pathway through which principals affect teaching quality and school outcomes.

To get insights from principals and QASO on demonstrating how to align classroom instruction to curriculum standards, the researcher conducted interviews. In such an interview, one of the principals commented, "When conducting classroom observations I always demonstrate how to align lesson plans with the curriculum by reviewing the standard first, then guiding teachers in appropriate instructional strategies and assessment methods." Another principal stated, "I model curriculum through professional development workshops. During

these sessions I present sample lessons that illustrate how teachers can adapt their instruction to meet expected competencies.’’

Still, another principal had this to say:

Sometimes I invite teachers to observe my demonstration lessons. I do this in order to allow them to see firsthand how to structure classroom instruction around the standards and ensure the learning activities address the required outcomes. I mostly do this with teachers fresh from college or those newly employed in order to guide them to becoming top performers (Principal A, 08/07/2025).

Principal B explained that demonstrating curriculum alignment was at the center of their instructional leadership. They testified that they often held collaborative lesson planning sessions with teachers to open up curriculum standards and dissect them into tangible learning objectives. It is during these sessions when she modeled development of lesson plans that align with the intended competencies in the national curriculum.

These findings were further affirmed by the QASO who said:

Principals are expected to go beyond administrative supervision and actually demonstrate how classroom instruction should be aligned with the curriculum standards. When they do that, teachers understand how to translate the standards into lesson objectives and activities. It then becomes easier for them to plan and teach effectively. During my years of service, I have observed that in schools where principals take time to interpret and demonstrate curriculum requirements, such schools often have better instructional consistency and improved learner outcomes( QASO,06/10/2025).

These findings identify that direct participation of principals in demonstrating how to align instruction with curriculum standards significantly influences the focus, coherence, and

effectiveness of teachers' instruction. Through providing immediate feedback and modelling curriculum alignment, teachers are given greater sight on the ways teaching standards inform lesson planning, pedagogy, and assessment. This enables the teachers to create more intentional lessons, and as a result, instructional quality and student achievement improve. These results align with He, Guo, and Abazie (2024), who determined that principal instructional leadership, particularly providing curriculum-guidance, is positively linked with classroom effectiveness and teachers' professional growth. Similarly, Elfira et al. (2024) determined that instructional supervision by principals, such as exemplifying curriculum requirements, enhances teacher self-efficacy, which leads to enhanced job performance. These studies collectively affirm that principals facilitating curriculum alignment and constructive feedback improve professional development, teachers' instructional confidence, and job performance by virtue of efficient lesson organization and execution.

On whether their principals effectively communicate curriculum goals to them, majority 62% and 21% agreed and strongly agreed respectively. Minority 2% and 8% strongly disagreed and disagreed respectively, with 15% teachers unsure. In line with these findings, a principal in an interview argued that effective communication of curriculum goals ensures that teachers clearly understand the instructional expectations, learning standards, and assessment benchmarks set out in the curriculum. The principal further asserted that this clarity enables teachers to plan lessons more purposefully, select appropriate teaching strategies, and evaluate learner progress in alignment with curriculum standards.

In support, the QASO added:

In my capacity as QASO, it is my duty to ensure quality of instruction in schools. I therefore ensure that the principals under my jurisdiction communicate curriculum

expectations to teachers clearly and consistently. I have noticed that when such curriculum goals are communicated clearly, teachers are better able to plan and deliver lessons that meet the required standards. Communicating curriculum goals creates a shared understanding of what is expected in teaching and assessment. I have observed that in schools where principals explain the intent of the curriculum and follow up with guidance, teachers become more organized, confident, and effective in their instructional delivery.

These findings communicate that principals' ability to communicate curriculum goals effectively is a critical dimension of instructional leadership, influencing both teacher practice and student performance. In line with the findings of this study, Grissom et al. (2021) argued that through open communication, principals foster collaboration and feedback, creating an environment where teachers seek clarification, share challenges, and collectively improve curriculum implementation. Further, Elfira et al. (2024) revealed that effective communication strengthens teachers' self-efficacy, their belief in their capacity to deliver curriculum objectives successfully, thus improving their performance. Teachers who clearly understand curriculum goals are more confident, organised, and consistent in their instructional delivery, contributing to improved learning outcomes. Teachers who clearly understand curriculum goals are more confident, organized, and consistent in their instructional delivery, contributing to improved learning outcomes.

With regard to whether their principals provide regular feedback on teaching effectiveness to teachers, a larger proportion of teachers either agreed ((54%) or strongly agreed (18%). Minority 2% teachers strongly disagreed with the statement while another 14% disagreed. A proportion of 12% teachers were unsure. While commending on provision of regular feedback on instructional

effectiveness to teachers, Principal F emphasized that providing regular feedback was a central part of supervising instruction. They explained that after observing lessons, they met with teachers to discuss what went well and highlight areas that need improvement, while at the same time offering suggestions to enhance instructional delivery. According to the principal, this feedback process helps teachers to align their teaching with curriculum goals, refine their pedagogical strategies, and build confidence in the classroom. The principal further noted that consistent feedback fosters a culture of continuous professional growth leading to more focused, effective, and coherent teaching across the school. Another principal asserted:

I make sure that I provide teachers with constructive feedback on a regular basis after making observations in the classroom. This way I inform them of what they are doing right, and it assists them in determining where they can change. Constructive and timely feedback increases the confidence level of teachers, assists them in refining their instruction practices, and teaches them to present lessons that are closely aligned with the curriculum. Over time, I have observed that lesson quality as well as overall teacher performance has improved significantly (Principal G, 03/07/2025).

In resonance, the QASO restated that timely feedback from principals is a crucial aspect of instructional supervision. To the officer's opinion, principals who are consistently observe classrooms and provide timely, constructive feedback regarding classroom practices make teachers conscious of their strength and weaknesses. The QASO noted that not only does this advisory enhance lesson planning and delivery but also fosters teacher confidence and professional competence. Further, the QASO revealed that schools whose principals are actively engaged in feedback practices have clearer, consistent, and more effective teaching and therefore result in improved learner outcomes. The officer also noted, however, that if the feedback is

intermittent or perfunctory, teachers are unable to enhance instructional practices, which in turn affects overall job performance adversely.

These findings suggest that principals of public secondary school in Mukurweini Sub-County actively engaged in supervisory practices that emphasize feedback as a means of improving instructional quality. The presence of regular feedback implies that principals were not only observing classroom practices but also using these observations to guide teachers towards refining their instructional methods and aligning them with curriculum goals. Regular feedback is a key component of instructional supervision that directly influences teacher job performance. These findings resonate with Grissom et al. (2021), who revealed that timely and constructive feedback from principals enhances teacher professional competency by helping them identify strengths and areas of improvement. Similarly, Elfira et al. (2024) found that feedback promotes teacher efficacy, confidence, and motivation, factors that translate to higher job performance and improved instructional quality. Effective instructional leaders use feedback not merely for evaluation, but as a developmental tool to promote reflective practice and continuous improvement (He et al., 2024). Principals who engage in feedback conversations with teachers create a culture of instructional accountability and professional growth.

However, the 28% of teachers who either disagreed strongly (2%) disagreed (14%) or were unsure (12%) indicates that indicate that feedback practices may not be consistent across all public secondary schools in Mukurweini Sub-County. This inconsistency could limit teachers' opportunities for improvement and diminish the potential benefits of instructional supervision. As He et al. (2024) noted, inconsistent feedback reduces motivation among teachers and weakens the link between supervision and performance outcomes. Overall, these findings affirm that regular and constructive feedback from principals is a vital instructional supervisory practice

that enhances teacher job performance by promoting reflection, skill improvement, and professional confidence.

On whether their principals encourage peer assessment among teachers, there was a 56% agreement while another 27% teachers strongly agreed to the statement. Smaller proportion of 8% either strongly disagreed (3%) or disagreed (5%), with another 9% proportion not sure.

The researcher conducted interviews with principals and the QASO to gain more insights on peer assessment among teacher and whether they had any effect on teacher job performance. One of the principals noted the significance of peer assessment in teacher development, claiming that they always ensured teachers engaged in mutual observation and critique. The practice, according to the principal, enables teachers to exchange new practices, reflect on their performance in the classrooms, and also work together to address teaching matters. The principal further argued that peer assessment enhances professional development and teacher work performance through a collective process that increases teamwork and shared goals within a school. Another principal said, ‘I encourage my teachers to engage in lesson observations and discussions afterwards. This process promotes accountability and consistency in instructional delivery as teachers do not want to appear uninformed before their peers.’ Yet, another principal had this to say, ‘Through peer assessment, I have seen teachers blossom and become more confident and open to collaboration. They get to understand that feedback isn’t criticism but a way to grow professionally.’ In agreement, another principal offered:

I believe that when teachers observe one another, they build stronger sense of classroom best practices. For this reason I encourage them to conduct lesson observations amongst themselves and to hold follow up meetings as a way of promoting responsibility and consistency in the teaching and learning process. Actually, peer assessment has helped a

lot in my school. As teachers share ideas more openly, their lessons have become more interactive and student-centered (Principal H, 10/09/2025).

The principals' responses resonated with the QASO who reported that they encouraged principals to take their role of promoting peer assessment among their teachers. In their view, principals who actively promote and manage this practice help foster the culture of collaborative learning, reflection, and group learning in schools. The QASO further reported that peer assessment supports teachers' pedagogical practices, improves preparation for lessons, and builds professional confidence. Consequently, schools that implement peer assessment with effective leadership are likely to realize improved teacher performance and collective responsibility for student outcomes.

From these findings it can be deduced that principals of public secondary schools in Mukurweini Sub-County, Nyeri promote collaborative professional practices, which is an important dimension of instructional supervision. Encouraging peer assessment allows teachers to observe, critique, and learn from one another, fostering reflective teaching practices and professional growth. Peer assessment is likely to enhance instructional effectiveness of teachers as it creates opportunities for teachers to identify best practices, refine teaching methods, and align instruction with curriculum standards, which can lead to improved lesson delivery and learner outcomes.

From the data, a small proportion of teachers who disagreed or were unsure may indicate that the practice is not uniformly implemented across all public secondary schools in Mukurweini Sub-County, or some teachers were less engaged in peer review processes.

Generally, these findings indicate that principals who promote peer assessment contribute to a collaborative school culture that supports continuous professional development and positively

influences teachers to perform better at instructional delivery. These findings resonate with He et al. (2024) who established that collaborative supervision and peer mentoring improve teacher effectiveness, instructional quality, and adherence to curriculum standards.

Responding to whether their principals provide tailored instructional support to teachers, more than half the teachers (51%) agreed with the statement. Another 28% teachers strongly agreed bringing the total proportion of teachers who perceived their principals as providing tailored support to 79%. A 20% proportion of teachers did not perceive this provision of tailored support by their principals as they disagreed with the statement along with another group (3%) who strongly disagreed. There were another 14% of teachers who were not sure if they received tailored support from their principals or not. The findings reveal that most teachers (79%) were of the opinion that their principals provided individualized instructional support. Specifically, 51% of the respondents agreed while 28% strongly agreed. This reveals the majority of teachers perceive their principals as responsive to different instructional needs on an individual basis, which resonates with the notion that effective instructional supervision involves differentiated support based on teachers' variations in professional capacity and classroom contexts. Targeted support results in teacher motivation, and effectiveness in teaching (Elfira et al., 2021).

However, 23% of teachers (20% disagreed, 3% strongly disagreed) did not have such personalized support from their principals. This ambivalence suggests that while principals might be offering some form of instructional guidance, it may not be communicated or framed as clearly as tailored support. Inconsistency in providing individualized support may lead to inequalities in teacher professional growth, limiting collective advancement in instructional quality, according to Amemasor et al. (2025). In addition, 14% of the teachers were not certain whether they received tailored support. Such doubt may suggest that principals might be giving

some form of instructional guidance but maybe not explicitly in the form and in the words of tailored support. As contended by Doan et al. (2025), teachers' judgment of leadership behaviors tends to be based on the clarity, transparency, and consistency with which these behaviors are executed.

To gain indepth understanding on the use of tailored teacher support by principals, the researcher conducted interview with principals in public secondary schools in Mukurweini Sub-County, Nyeri, as well as with the QASO. In an interview with one of the principals, this is what they had to say:

Our teachers work with learners who have varied abilities. Providing individualized support helps me identify each teacher's challenges, some need help with lesson pacing, others with differentiation of instruction. This makes my supervision meaningful. It also creates confidence in my teachers (Principal I, 11, 09/2025).

The QASO's opinion resonated with that of the principals as they opined:

One benefit of individualized supervision is that it bridges the gap between low-performing and high-performing teachers. Principals can provide more intense support where it is needed most. Teachers that receive individualized attention from their principals are more likely to be motivated. They feel noticed, valued, and supported, which translates to better lesson preparation and classroom performance. I suggest that principals utilize classroom observation data and student achievement trends as the basis for individualized teachers support. This data-driven process ensures that feedback and interventions address real instructional gaps (QASO, 06/10/2025).

These findings underscore the importance of transparent, consistent. And teacher-centered leadership approaches in fostering professional growth and enhancing teacher job performance.

They imply that principals who provide individualized feedback, targeted coaching, or differentiated professional development tend to increase teacher confidence and instructional change because the support they provide matches the specific teacher's needs rather than using a "one-size-fits-all" approach. The findings resonate with Cecilia et al. (2019) who revealed that Principals who use observation and assessment evidence to plan individualized support produce more focused professional development and better classroom outcomes.

Regarding whether principals encourages teachers to continually undertake professional development, 28% teachers strongly agreed, 60% agreed, 5% were not sure, 5% disagreed, while minority 2% strongly disagreed with the statement. The findings indicate that the majority of the teachers (88%) concurred (60%) or strongly concurred (28%) that their principals encourage them to continuously pursue professional development. This suggests that the majority of principals are perceived to be supportive of teacher ongoing learning and capacity improvement.

Some (5%) of the respondents were uncertain, and possibly such teachers may not have had consistent encouragement or may be unsure about how principals can facilitate continuous professional development. A minority of 7%, of 5% who did not agree and 2% who strongly disagreed, believed that their principals don't facilitate ongoing continuous professional development. To get indepth understanding on the role of principals and QASO's in encouraging teachers to continually undertake professional development, the researcher conducted interviews. In an interview, one of the principals stated:

I believe the best way to improve teaching and learning is by ensuring that teachers are constantly growing professionally. I regularly share new instructional strategies that I learn from workshops or educational forums, and I encourage my teachers to attend similar forums. Whenever possible, I facilitate internal professional learning sessions

where teachers can share experiences and new methodologies with their colleagues. This has created a culture of continuous learning which has significantly improved classroom practices. Teachers are now confident in using varied instructional methods (Principal A, 08/07/2025).

The QASO however offered a contrasting opinion that even though continuous professional development was important, some principals did not embrace it. This is what they had to say:

While most principals understand the importance of continuous professional development, many often struggle with limited resources and time. Some schools have very tight schedules and principals prioritize administrative work over professional growth activities. I have also noted that in a few schools, the principal rarely participates in trainings, which sends the wrong message to teachers. When schools fail to model lifelong learning, teachers become less motivated to attend workshops or engage in new instructional practices. As the QASO, I keep reminding principals that their attitude and participation greatly influence teachers' willingness to improve. Even with limited resources, principals can still encourage professional learning by organizing peer sessions or sharing good instructional practices from other schools (QASO, 06/10/2025).

In summary, this study's findings indicate that principals who encourage professional development create a climate of development among teachers. By actively encouraging and modeling professional development, these principals create a culture of growth that enhances teacher competence, motivation, and instructional performance. By fostering collaboration, promoting reflective teaching, and participating in training themselves, principals set a positive example that inspires teachers to pursue ongoing learning and improve classroom practices.

Conversely, limited encouragement or poor modeling weakens teachers' engagement in professional growth, negatively impacting their performance and learner outcomes. These findings resonate with Gari et al. (2024) who found a direct link between principals' provision of professional development opportunities and increased teacher productivity.

#### **4.4.4 Role of Data Informed Decision-Making on Teachers' Job Performance**

The fourth specific objective of the research sought to establish how principal's data-informed decisions influence teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya. To address this objective, quantitative data was collected from teachers using a semi-structured questionnaire comprising a 5-point Likert-scale and an open-ended question. In this section the quantitative data gathered using questionnaires is analysed by use of descriptive statistical techniques. Data from the open-ended question is analysed, summarized and presented in narrative form, while the qualitative data from the interviews is transcribed, coded, and analysed thematically based on research questions, with emerging themes presented through narratives and direct quotations.

Using the 5-point Likert-scale rating, teachers were asked to indicate their extent of agreement with sets of provided statements relating to how data informed decision-making influences teachers' job performance. Table 7 provides a summary of the responses obtained from the sample of 130 teachers.

#### **Table 7**

*Role of Data Informed Decision-Making on Teachers' Job Performance*

Statement	SD		D		NS		A		SA	
	f	%	f	%	f	%	f	%	f	%
My principal uses teacher evaluated data to provide targeted feedback to teachers	5	4	25	19	24	18	64	49	12	9
My principal uses teacher evaluation data to identify teacher professional development needs	5	4	30	23	24	18	52	40	19	15
My principal provides me with data-driven guidance	5	4	28	22	21	16	61	47	15	12
My principal uses student assessment data to collaborate with teachers	3	2	12	9	12	9	78	60	25	19
My principal's uses assessment data to inform teaching strategies	3	2	14	11	19	15	65	50	29	22

Table 7 shows that the majority of teachers (49%) agreed that their principal uses teacher evaluated data to provide targeted feedback to teachers. Another 9% strongly agreed with the statement. The proportion of teachers who disagreed with the statement was 19% with another 4% strongly disagreeing. Those who were not sure were 18%. The findings point to a moderately positive perception of principals' data-informed supervisory practices. These findings underscore the need for strengthening principals' competence in data-driven supervision. In order to gain more insights on the use of teacher evaluation data to provide targeted feedback to teachers, the researcher conducted interviews with principals and the quality assurance and standards officer (QASO). One principal opined:

I consider data obtained from teacher assessment an essential tool for use when supervising instruction. This data, when properly used, can be a tool for promoting teacher professional growth. After each evaluation session, I systematically review the data to identify specific strength and areas that require improvement for each teacher. This process enables me to provide feedback that is only targeted but also evidence-based, thereby ensuring supervisory dialogue is meaningful and constructive. This process enables me to provide feedback that is not only targeted but also evidence-based, thereby ensuring that supervisory dialogue is meaningful and constructive (Principal A, 08/07/2025).

Asked for their opinion on the use of teacher evaluation data to provide feedback, the QASO stated that when principals use teacher evaluation data effectively, they are able to give feedback that really addresses individual teacher need. Further, the QASO stated that the use of evaluation data to guide teachers aligned with evidence-based supervision and is consistent with the standards expected for quality teaching and learning. The QASO identified the use of teacher evaluation data as a supervisory practice that not only strengthens the effectiveness of instructional supervision but also contribute to improved teacher improvement and learner achievements. The qualitative findings indicate that both the QASO and the principals recognize the strategic role of teacher evaluation data in enhancing feedback quality.

Overall, the findings indicate that the appropriate use of teacher evaluation data is crucial to improve teacher performance, align teaching to school objectives, and foster a culture of accountability and continuous improvement. Using evaluation data makes supervision fair, objective, and meaningful. Teachers can clearly see how the feedback connects to their performance, which builds trust and motivates improvement. In the end, this approach helps

teachers grow professionally and improves the overall quality of teaching and learning in a school.

Regarding whether principals use teacher evaluation data to identify teacher professional development needs, 15% teachers strongly agreed while 40% agreed with the statement. A proportion of 18% teachers were unsure, 23% disagreed while a minority 4% strongly disagreed. The data indicates that a majority of teachers (55%) (40% and 15% combined) either agreed or agreed strongly that principals use evaluation data to identify teachers' professional development needs. This suggests that, in most schools, principals were perceived to make use of evaluation results to inform and support teachers' growth and capacity building. However, the fact that 18% were unsure and 27% disagreed (23% disagreed, 4% strongly disagreed) points to some inconsistency in the practice. It may imply that while some principals effectively use evaluation data to guide professional development, others did not consistently apply this supervisory approach. The findings suggest that principals' use of teacher evaluation data had a moderate positive influence on teachers' job performance, as many teachers recognised its presence, though there remains room for improvement in ensuring that such data-informed supervision is systematic and uniformly implemented across schools. In regard to these findings, the researcher sought the opinion of principals and quality assurance and standards officer. One principal stated, "I use teacher evaluation data to determine which of my teachers need support. This data helps me plan meaningful professional development programs that directly improve classroom instruction and enhance teachers' job performance." Another principal had this to say:

In my experience, using teacher evaluation data to inform professional development is crucial, though not always easy. At times, the process is hindered by limited time or insufficient follow-up mechanisms. I have learned that for instructional supervision to be

effective, evaluation data must be translated into clear action plans. When I succeed in ensuring that evaluation findings lead to concrete professional growth activities, teachers become more motivated and perform their duties more effectively (Principal D, 14/07/2025).

In support of what the principals said, the QASO had this to say:

From my supervision visits, I have observed that when principals use teacher evaluation data effectively, it becomes easier to identify to identify teachers professional development needs. This data-driven approach ensures that training is focused on real classroom challenges, leading to improved instructional practices and better teacher performance (QASO, 06/10/2025).

Regarding whether the principals provided teachers with data-driven guidance, majority 59% either agreed (47%) or strongly agreed (12%) agreed with the statement. A total proportion of 22% teachers disagreed with the statement. The data reveal that a majority of teachers (59%) perceive their principals as providing data-driven guidance, suggesting that most principals in public secondary schools in Mukurweini Sub-County integrated performance and assessment data into their supervisory practices This indicates a positive trend towards evidence-based instructional supervision, where principals use concrete data such as student outcomes, teacher evaluation, or classroom observation records to inform their feedback support strategies.

The finding that 22% of teachers disagreed indicates that a significant portion of teachers do not experience data-informed guidance. This may reflect inconsistencies in how principals apply data during supervision.

In line with these findings a principal in an interview argued that data-driven guidance enabled them to recommend relevant professional development activities that address individual needs, leading to more effective teaching. Another principal had this to say:

I always rely on student performance data and teacher evaluation reports when guiding my teachers. When they understand the crucial trend in learner outcomes, they are able to clearly see where improvement is needed and take appropriate action in teaching (Principal G, 03/09/2025).

The findings of the principals relate to the opinion of the QASO who said:

When I review student performance and teacher evaluation reports during school visits, I use the data too help principals identify areas that need targeted support. I guide them on how to interpret the data and translate it into actionable steps for teachers. This ensures that professional development activities are based on real evidence, leading to improved instructional practices and higher teacher effectiveness. (QASO, 06/10/2025).

In summary, these findings indicate that data-driven guidance empowers teachers to make informed instructional decisions, refine their teaching methods, and enhance their overall job performance, contributing to better teaching and learning outcomes in schools.

Responding to whether their principals use student assessment data to collaborate with teachers, majority teachers (60%) agreed and another 19% strongly agreed with the statement, making a total of 79%. Those who disagreed were a minority 9%. The findings indicate that an overwhelming majority of teachers (79%) perceived their principals as using student assessment data to collaborate with teachers, suggesting that most public secondary schools in Mukurweini Sub-County were engaging in teachers in data-informed instructional discussions. This reflected a strong culture of collaborative data use within instructional supervision, where principals and

teachers jointly analyse learner performance to identify instructional gaps and design strategies for improvement. The small portion of teachers who disagreed (9%) implied that while data-driven collaboration was common, it was not yet universal. This inconsistency may stem from differences in principals' leadership styles, data literacy levels, or availability of reliable assessment records. When principals involve teachers in interpreting assessment data, they empower them to make informed instructional adjustments, which enhance teacher ownership, professional growth and motivation. These findings were affirmed by one principal who said:

I use data obtained from student assessment as a starting point for collaborative discussions during staff and departmental meetings. We analyse assessment results together and share strategies that work, identify common challenges, and plan interventions collectively. This teamwork not only improves students' performance but also builds a strong sense of professional unity and shared accountability among teachers (Principal, B, 09/07/2025).

This finding was reinforced by the argument of the QASO who contended that:

When principals use student assessment data effectively, a platform for teachers to work together towards common goals is created. I have seen schools where teachers meet to analyse results, identify trends, and plan remedial strategies collectively. This shared decision-making process builds teamwork, improves lesson delivery, and leads to better student outcomes (QASO, 06/10/2025).

These findings indicate that the use of student assessment data by principals to facilitate collaborative discussions enhances teacher decision-making, instructional practices, and student learning outcomes while fostering professional cohesion and accountability among teachers.

These findings align with O'Connor and Park (2023) who indicated that structured, data-driven collaboration within professional communities strengthens teacher reflection, instructional responsiveness, and ultimately student achievement, underscoring the need for leadership support and targeted professional development.

Most of the teachers (77%) were in agreement that their principals used assessment data to inform teaching strategies. Out of these, 50% teachers agreed with the statement while 22% strongly agreed, with 15% teachers not sure and another minority 2% strongly disagreeing. The findings suggest that a substantial number of teachers (77%) perceived their principals as using assessment data to guide teaching strategies, suggesting that data-informed instructional supervision was widely practised in public secondary schools in Mukurweini Sub-County, Nyeri. The small proportions of teachers who were unsure (15%) or strongly disagreed with this statement suggest minor inconsistencies in the application or communication of data-driven guidance.

Overall, these responses reflect a strong belief that when principals use teacher evaluation data constructively and collaboratively, it becomes a powerful tool for instructional supervision and improvement of teacher effectiveness. However, the effectiveness of this process depends on the principal's data literacy, consistency in feedback, and commitment in professional support rather than punitive use of data. When commenting on the use of assessment data to inform teaching strategies, a principal stated:

I analyse student assessment results to identify areas where learners are struggling and then discuss these trends with teachers. Together, we adjust lesson plans and teaching methods to address the gaps, ensuring that instruction is responsive to students' needs. This brings job satisfaction to the teachers, promotes motivation and consequently the



I prepare detailed lesson plans aligned with curriculum objectives.	4	3	47	36	27	21	38	29	14	11
I clearly communicate lesson objectives to students	3	2	30	23	33	25	50	38	14	11
I use appropriate instructional methods to facilitate learning.	2	2	14	11	51	39	45	35	18	14
I integrate teaching and learning resources in my lessons.	2	2	9	7	24	18	66	51	29	22
I adjust my instructional strategies based on student understanding	3	2	12	9	46	35	53	41	16	12
I use a variety of assessment methods to evaluate student learning.	2	2	8	6	18	14	65	50	37	28
I provide timely and constructive feedback to students	0	0	10	8	17	13	68	52	35	27
I use assessment data to inform my instructional decisions	1	1	10	8	28	22	64	49	27	21
I establish and maintain clear classroom rules and procedures	0	0	2	2	8	6	51	39	69	53
I maintain a safe and conducive learning environment.	0	0	2	2	6	5	74	57	48	37
I promote respectful interactions among students.	0	0	1	1	8	6	66	51	55	42
I manage student behavior effectively and fairly.	0	0	4	3	10	8	74	57	42	32
I modify instruction to meet the diverse needs of learners.	0	0	16	12	45	35	59	45	10	8
I actively seek opportunities for professional	3	2	19	15	34	26	55	42	19	15

development

Table 8 shows that majority of teachers (36%) disagreed while another 29% agreed that they prepared detailed lesson plans which aligned with the curriculum objectives. On whether they clearly communicated lesson objectives to their students, 38% of teachers agreed while a minority 2% strongly disagreed with the statement. Regarding whether they used appropriate instructional methods to facilitate learning, 39% of teachers responded that they were not sure, with another 35% agreeing with the statement. A proportion of 51% teachers agreed that they integrated teaching and learning resources in their lessons. Minority 2% teachers strongly disagreed with the statement. As regards adjustment of instructional strategies based on student understanding, majority of the teachers (41%) agreed to this statement with minority 2% strongly disagreeing. In relation to the use of a variety of assessment methods to evaluate student data, half of the teachers (50%) agreed with the statement with another 28% strongly agreeing. Another 2% disagreed.

On the provision of timely and constructive feedback to students, slightly above average (52%) agreed with minority 8% disagreeing with the statement. Regarding use of assessment data to inform instructional decisions, 49% agreed and another 21% strongly agreed with the statement; minority 1% strongly disagreed. On whether teachers established and maintained clear classroom rules and procedures, there was 54% agreement and 0% strong disagreement. An agreement of 57% and a disagreement was recorded regarding whether teachers maintained a safe and conducive learning environment.

Regarding promotion of respectful interactions among students, slightly above average teachers (51%) were in agreement while 1% of the teachers disagreed. On whether teachers

managed student behaviour effectively and fairly, there was 57% agreement and 32% strong agreement, making a total of 89% teachers who in agreement.

On the modification of instruction to meet diverse learner needs, 45 % teachers agreed to this statement while a significant 35% were not sure. On whether teachers actively sought opportunities for professional development, a majority 42% agreed to the statement, with a significant 26% being not sure.

#### **4.4.6 Analysis of the Relationship (Correlation) Between the Principal's instructional supervisory Practices and Teacher's job Performance Using Inferential Statistics (Pearson Correlation Coefficient).**

In addition to analysing and portraying the objectives of the data relating to the four specific objectives of the research using descriptive statistics, an inferential statistical analysis (Pearson Correlation Coefficient) was employed to investigate the statistical significant of the relationships between principal's instructional supervisory practices (principals' classroom observation and feedback, collaborative decision-making, modelling best practices, and data informed decision-making) and the dependent variable of study (Teachers' job performance).

This analysis was useful in determining whether the sample data findings could be generalized to the population of study, that is, if they were significant, for purposes of informing decision making and policy related to the population of study, or not (they were statistically insignificant). The results of the Pearson correlation analysis are presented in Table 8 followed by the interpretation.

#### **Table 9**

***The Pearson Correlation Matrix Between Principal's Instructional Supervisory Practices and Teachers' Job Performance***

	Teachers' job performance (mean ratings)	Principal's classroom observation and feedback (mean ratings)	Collaborative decision-making (mean ratings)	Modelling best practices (mean ratings)	Role of data informed decision making (mean ratings)
Teachers' job performance (mean ratings)	1				
Principal's classroom observation and feedback (mean ratings)	.192* .029	1			
Collaborative decision-making (mean ratings)	.179* .042	.591** .000	1		
Modelling best practices (mean ratings)	.252** .004	.593** .000	.713** .000	1	
Role of data informed decision making (mean ratings)	.201* .022	.559** .000	.605** .000	.770** .000	1

As regards the correlation between principal's classroom observation and feedback and teacher's job performance, the null hypothesis ( $H_0$ ) 'There is no statistically significant relationship between principal's classroom observation and feedback and teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya' was tested. Table 8 shows that the analysis of the relationship between the two variables returned the Spearman Correlation value of ( $r = 0.192$ ,  $p = 0.029$ ). The Spearman correlation value of  $r = 0.192$  indicated that there was a positive relationship between Principal's classroom observation

and feedback and teachers' job performance, or interpreted to indicate that, the more the principal engages classroom observation and providing feedback to the teachers the better the teachers' job performance. The p-value of 0.029 which falls below the critical value of  $\alpha = 0.05$ , indicated that the probability that this finding (a positive influence of principal's classroom observation and feedback on teachers' job performance) is by chance and may not be true (i.e. insignificant) when generalized to the population of study, is low (at 0.029). This led to the rejection of the null hypothesis ( $H_0$ ) and the conclusion that there is a significant relationship between principal's classroom observation and feedback and teacher's job performance. This finding can therefore be generalized to the population of study for purposes of decision-making and policy-making.

The analysis of the relationship between collaborative decision-making and teachers' job performance was tested by the null hypothesis ( $H_0$ ) that:

There is no statistically significant relationship between principal's collaborative decision-making and teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya. The test resulted in the Pearson correlation values ( $r = 0.179$ ,  $p = 0.042$ ). Given that the correlation coefficient ( $r = 0.179$ ) is positive, it indicates that there is a positive relationship between collaborative decision-making and teacher's job performance. In other words the principal's 'fostering of collaboration decision-making among the teachers and the principal results better job performance from teachers. The p-value (0.042) is less than  $\alpha 0.05$ , and therefore the positive influence of collaborative decision-making on teachers' performance is determined to be statistically significant, and can be generalized to the population of study. The null hypothesis was therefore rejected and a conclusion that principal's collaborative decision-making enhanced teacher job performance was arrived at.

The null hypothesis ( $H_0$ ) 'There is no statistically significance relationship between principal's modeling of best practices and teacher's job performance in public secondary schools in Mukurweini Sub-County Nyeri Kenya ' was tested. The analysis of the relationship between the principal's modeling best practices and teachers' job performance returned Pearson correlation values of ( $r = 0.252$ ,  $p = 0.004$ ). The results indicate a positive relationship between the two variables, which can be interpreted to mean that the more the principal guides the teachers, as a leader, with best practices as he/she interacts with them, the better the performance of the teachers. Given that  $p = 0.004 < 0.05$ , the finding that the principal's modeling of best practices positively influences teacher performance is found to be statistically significant, and can be generalized to the population of study for the purposes of informing decision-making and policy-making. Thus the null hypothesis ( $H_0$ ) 'There is no significance relationship between principal's modeling of best practices and teacher's job performance' was rejected.

The Pearson correlation analysis of the relationship between the role of data informed decision-making and teachers' job performance returned values of ( $r = 0.202$ ,  $p = 0.022$ ). This outcome indicates a positive relationship ( $r = 0.202$ ) between role of data informed decision-making and teachers' job performance, indicating that utilization of evaluation or student assessment data to guide decision-making has a positive influence on teachers' performance. With  $p = 0.022 < 0.05$ , the finding that data informed decision-making has a positive influence on teacher performance is determined to be statistically significant, and can be generalized from the sample to the population of study for purposes of decision-making or policy-making. Thus the null hypothesis ( $H_0$ ) 'There is no statistically significant relationship between principal's data-informed decision-making and teacher's job performance' was rejected.

## CHAPTER 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of the study's findings, the conclusions drawn from the research findings, and further presents recommendations and suggestions based on the findings of the study.

#### 5.2 Summary of findings

The aim of the study was to investigate the influence of principal's instructional supervisory practices on teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya. All four objectives of the study were used to make the summary of the study's findings.

The first objective of this study sought to investigate the influence of principal's classroom observation and feedback on teacher's job performance. More than average teachers agreed that their principals offered them suggestions on ways to improve student engagement and encouraged them to adapt teaching strategies to suit individual student need. A majority of teachers also agreed that their principals offered them advice on classroom management strategies. There were minority teachers who felt that their principals did not provide them with advice on classroom management strategies. In resonance with the QASO who noted that principals' classroom observation was important as through it principals were able to note the teachers' professional development needs, majority of the participants agreed that principal's classroom visitation and observation was essential in enhancing teacher job performance student learning outcomes. In addition, the analysis of the relationship between collaborative decision-making and teachers' job performance resulted in the Pearson correlation values ( $r = 0.179$ ,  $p =$

0.042). Given that the correlation coefficient ( $r = 0.179$ ) is positive, this indicates that there is a positive relationship between collaborative decision-making and teacher's job performance.

The second objective sought to evaluate how collaborative decision-making influence teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya. In lieu of this objective, the study revealed that more than average teachers agreed that their principals encouraged them to contribute ideas and take active roles in shaping instructional decisions. Further, majority teachers agreed that their principals adopted their ideas during decision-making. A small proportion of teachers disagreed that their principals valued their (teachers') opinions concerning decisions that impact teaching. In harmony with the QASO who argued that teachers' insights drawn from their daily classroom experienced provided a valuable input for improving instructional quality, most of the participants opined that inclusive decision-making enhanced teachers' sense of professional worth and belongingness which are key determinants of motivation and job performance. Further, the analysis of the relationship between collaborative decision-making and teachers' job performance resulted in the Pearson correlation values ( $r = 0.179$ ,  $p = 0.042$ ). Given that the correlation coefficient ( $r = 0.179$ ) is positive, it indicates that there is a positive relationship between collaborative decision-making and teacher's job performance.

Objective three was about how modeling best practices by principals influenced teachers job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya. Regarding this objective, majority of the teachers agreed that their principals effectively communicated curriculum goals. On whether their principals encouraged undertaking continuous professional development, most of the teachers were in agreement. While most of the teachers agreed that their principals demonstrated how to align instruction to curriculum standards, a significant

minority disagreed. Slightly more than half the teachers agreed that their principals provided tailored support to them. Still, a higher than half of the teachers agreed that their principals encouraged peer assessment among them. The analysis of the relationship between the principal's modeling best practices and teachers' job performance returned Pearson correlation values of ( $r = 0.252$ ,  $p = 0.004$ ). The results indicate a positive relationship between the two variables, which can be interpreted to mean that the more the principal guides the teachers, as a leader, with best practices as they interact with them, they better the performance of the teachers.

Regarding the fourth objective which sought to establish how principal's data-informed decision-making in public secondary schools in Mukurweini Sub-County, Nyeri influenced teachers' job performance, majority teachers agreed that their principals used student assessment data to collaborate with teachers. Half of the teachers agreed that the principal used assessment data to inform teaching strategies. This resonated with the QASO's argument that data-driven guidance empowered teachers to refine their teaching methods thus contributing to better student outcomes and job performance. Pearson's correlation analysis of the relationship between the role of data informed decision-making and teachers' job performance returned values of ( $r = 0.202$ ,  $p = 0.022$ ). This outcome indicates a positive relationship ( $r = 0.202$ ) between role of data informed decision-making and teachers' job performance, indicating that utilization of evaluation or student assessment data to guide decision-making had a positive influence on teachers' performance.

Overall, the study found that principal's instructional supervisory practices, specifically classroom observation and feedback, collaborative decision-making, modeling best practices, and data-informed decision-making had a positive relationship with teachers' job performance in Mukurweini-Sub-County, Nyeri Kenya. This implies that teachers performed better when

principals frequently observed lessons, provided constructive feedback, involved teachers in decision-making, and used data to guide instructional improvement. These practices enhanced teachers' motivation, instructional competence, and commitment to their duties, leading to improved overall job performance and better learning outcomes.

### **5.3 Conclusions of the Study**

The current study sought to establish the influence of principal's instructional supervisory practices on teachers' job performance. Based on the findings, several conclusions were drawn. As far as the first objective was concerned, the study established that principals visited and observed classrooms as strategy for enhancing teachers' job performance. Specifically, the study established that ensuring student engagement and adopting teaching strategies suited to individual learners was crucial in improving teacher effectiveness and learner outcomes. Furthermore, the study found out that provision of timely feedback to teachers was pivotal in improving their job performance. Further, the study found a statistically significant positive relationship between principal's classroom observation and feedback and teachers' job performance ( $r=0.192$ ,  $p=0.029$ , indicating that classroom observation and constructive feedback by principals enhanced teacher job performance.

As regards the second objective, the study established a connection between collaborative decision-making and teachers' job performance. This link was found to be through encouraging teachers to take active roles in shaping decisions, aligning them to unified instructional goals, and adopting their ideas during decision-making. Further, the study found that adopting teacher's ideas during decision-making was a way of fostering collective problem-solving and strengthening the teachers ownership in instructional improvement efforts, which is a crucial recipe in enhancing teachers' job performance. In addition, this study established a statistically

significant positive relationship between collaborative decision-making and teachers' job performance ( $r=0.179$ ,  $p=0.042$ ) indicating that fostering collaborative decision-making enhances teachers' job performance.

Objective three sought to assess how modeling best practices by principals influenced teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya. It concluded that principals who effectively communicate curriculum goals promote professional development, demonstrated curriculum alignment, provided individualized support, and encouraged peer assessment among teachers contributed to improved teacher performance and instructional effectiveness. Further, the study found that principals' modeling of best practices had a statistically significant positive influence on teachers' job performance in public secondary schools in Mukurweini Sub-County ( $r = 0.252$ ,  $p = 0.004$ ).

Regarding the fourth objective which sought to establish how principal's data-informed decision-making influenced teachers' job performance in Mukurweini Sub-County, Nyeri, the study concluded that principal's data-informed decision-making positively influenced teachers' job performance ( $r=0.202$ ,  $p=0.022$ ). In this regard, principals who utilize student assessment data and teacher evaluation data to guide instructional decisions and collaborate with teachers enhance teaching effectiveness, leading to improved teachers performance and learner outcomes.

Generally the study concluded that principal's instructional supervisory practices played a vital role in enhancing teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya. The study further concluded that when principals actively and consistently implemented these supervisory practices, teachers became more motivated, competent, and productive in their instructional roles, thereby contributing to better school performance.

## **5.4 Recommendations of the Study**

The recommendations presented in this study are derived from the research findings and are categorized into three: practical recommendations, policy recommendations, and suggestions for further research.

### **5.4.1 Recommendations for Practice**

Based on this study, a significant minority of teachers felt that their principals did not provide them with advice on classroom management strategies which are crucial in ensuring a positive learning environment that enhances teacher effectiveness and learner outcomes. The study recommends that principals should conduct regular, constructive classroom observations followed by individualized feedback focused on improving instructional improving instructional strategies, classroom management and student engagement. Further, this study established that there were a proportion of teachers that that did not perceive their principals as valuing their opinions concerning decisions that impact teaching. In lieu of this, the study recommends that school leaders should create participatory structure that allow teachers to contribute meaningfully to instructional and curricular decisions, enhancing their sense of ownership and motivation.

### **5.4.2 Recommendations for Policy**

Given that this study established that a significant minority of teachers disagreed that their principals demonstrated the alignment of instruction to curriculum standards, the study recommends that professional development programs for principals should emphasize instructional leadership competencies, including data use, mentorship, and collaborative management. Such training would ensure that principals are equipped to model best practices and use evidence-based strategies to enhance teacher performance. Further, the study

recommends that education policy should mandate inclusive decision-making processes where teachers' professional insights are incorporated into instructional planning and evaluation.

### **5.4.3 Recommendations for Further Research**

The findings of this study indicated that when principals engaged teachers through observation, collaboration, and professional modeling, teachers demonstrated improved performance. However, specific mechanisms through which these supervisory practices translate into enhanced performance remains unclear. It is plausible that teacher motivation acts as a mediating factor, influencing how teachers internalize and respond to supervisory practices employed by principals. Future studies should therefore investigate the motivational pathways that link supervision and performance to clarify whether effective supervision boosts performance directly or indirectly through increased teacher motivation.

Further, the current study was confined in public secondary schools in Mukurweini Sub-County, Nyeri Kenya. Given the diversity in leadership practices, school cultures, and resource availability across regions and school types, the results may not be universally generalizable. Comparative studies across different sub-counties, school types (public versus private), or geographical contexts (urban versus rural) could uncover contextual factors that shape the effectiveness of principals' instructional supervisory practices. Such comparative evidence would inform more context-responsive policy and practice in instructional supervision.

Again, since the current study employed a cross-sectional design, it captured relationships at a single point in time and could not establish causality. A longitudinal design would allow researchers to track changes over time and determine whether improvements in instructional supervisory practices led to sustained enhancements in teacher performance, this approach would

provide stronger empirical evidence to support causal inferences and inform long-term policy interventions in school leadership and instructional supervision.

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## APPENDICES

### Appendix A: Letter of Introduction

Tangaza University

Christ the Teacher Institute of Education (C.T.I.E)

Nairobi,

Kenya

Tel: 0721352957

Dear Respondent,

**RE: Collection of Survey Data**

I am a student at Tangaza University pursuing a master's degree in Educational Leadership and Administration. I am conducting a research aimed at investigating the influence of principal's instructional supervisory practices on teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya. I kindly request you to respond to the research instrument. The sole purpose of the instrument is to help in collection of data required for this study. The information you provide through this questionnaire will be treated with the utmost confidentiality and will only be used for this study. Kindly assist by filling the questionnaire and providing true information.

Yours sincerely,

Mirriam Mumo Timona



## **Appendix B: Informed Consent Form for Participants**

This study aims to investigate the influence of principal's instructional supervisory practices on teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya. It is in partial fulfillment of the requirement of a master's degree in educational leadership and administration at Tangaza University College (TUC).

### **Privacy of Information**

In order to preserve your identity you will not be expected to write your name nor that of your school on this questionnaire. The information you give shall only be used for this study and will not be disclosed to other consumers other than the researcher. Your identity or that of your school shall remain confidential.

### **Benefit of Taking Part in This Study**

By participating in this study, you will help the researcher to collect data on how the instructional supervisory practices employed by principals enhance teachers' job performance in public secondary schools. Through the study we will establish which instructional supervisory practices work best in enhancing teachers' job performance. Enhanced teachers job performance will be beneficial to the entire country in realizing the goals of education. Your participation in this study will therefore not lead to any monetary benefits.

### **Risks Involved**

By participating in this study you or your school shall not be exposed to any form of risk.

### **Cost or Payment Involved**

You will not incur any cost by participating in this study. Participation is free and voluntary and you can pull out any time you wish to without attracting any consequences.

### **Sharing of Study Results**

The findings of this study are intended to add to the body of knowledge and bridge literature gaps on how instructional supervisory practices of principals influence teachers' job performance. It does not intend to test your effectiveness or lack of it in job performance or in supervising instruction. The results of this research will not be given to individual participants. Rather they will be published and will be available in the journal after publication.

### **Your Rights as a Participant**

You have a right to call the researcher for any clarification or any concerns related to the filling the questionnaire. Also if any item (s) in the questionnaire makes you uncomfortable you are free not to fill them.

### **Contact Person**

In case you have a concern or need clarification regarding the study, please feel free to contact the researcher using the number below.

**Miriam Mumo -0724758732**

### **Consent and Signature**

I accept to participate in the study under the conditions described.

Signature: .....

## Appendix C: Teacher's Questionnaire

### Introduction

You are requested not to write your name on this questionnaire. The Questionnaire consists of sections A, B, C, D, E and F. Please take a few minutes of your time to fill it as truthfully as possible. Respond to questions in all the sections by putting a tick (✓) in the appropriate space.

### Section A: Respondent's Demographic Information

1. Gender: Please tick (✓) appropriately to indicate your gender

Male [    ]

Female [    ]

Other [    ]

2. Age bracket: To what age bracket do you fall?

25 years and below [    ]

26 - 30 [    ]

31- 40 [    ]

41- 50 [    ]

Above 51 [    ]

3. Education level: Please indicate your highest level of education.

Diploma [    ]

Bachelor's degree [    ]

Masters [    ]

PhD [    ]

Other [    ]

4. Teaching Experience: For how long have you been teaching?

Less than one year [    ]

2-5years [    ]

6- 10 years [    ]

11-15 years [    ]

16- 20 years [    ]

20 years and above [    ]

5. Please indicate the category to which your school belongs

Boys' school [    ]

Girls' school [    ]

Mixed school [    ]

### **SECTION B: Principal's Classroom Observation and Feedback and Teacher Job**

#### **Performance**

6. The following are statements on how principals' classroom observation and feedback influences teachers' job performance. Using the given key please indicate the degree to which you agree or disagree by ticking (√) in the appropriate column.

**Key: 1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree, 5= Strongly Agree**

	<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>
1	My principal visits and observes my class during lessons often					
2	My principal provides me with timely feedback on my lesson delivery after classroom observation					
3	My principal offers me advice on classroom management strategies after classroom					

	observation					
4	My principal gives me advise on organization of teaching and learning environment during classroom observation					
5	My principal suggest ways to improve student engagement after classroom observation					
6	My principal offers me guidance and advice during classroom observation					
7	My principal provides tailored support on a variety of teaching strategies					
8	My principal encourages me to adapt my teaching strategies to suit unique student needs after classroom observation					
9	My principal reviews my lesson notes and during classroom observation.					
10	My principal advises me on ways to improve my lesson notes					
11	My principal checks the alignment of my lesson plans with instructional goals.					
12	My principal visits and observes my class during lessons often					

7. Explain ways in which you think principal’s classroom observation enhances your job performance.

.....  
 .....

.....**SECTION C: Collaborative Decision-Making and Teachers’ Job Performance**

The following are statements on collaborative decision-making and teachers' job performance. Please indicate your level of agreement with each statement by placing a tick (✓) in the appropriate column.

**Key: 1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree, 5= Strongly Agree**

	<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>
1	My principal encourages teachers to contribute their ideas during staff meetings					
2	My principal adopts teachers' ideas when making decisions					
3	My principal encourages teachers to take an active role in shaping decisions					
4	My principal values teachers opinions concerning decisions that impact teaching and learning					
5	My principal encourages collaboration among teachers					
6	My principal shares the school vision and engages teachers in shaping it					
7	My principal ensures that all teachers align to a unified vision of the school instructional goals					
8	My principal encourages teachers to contribute their ideas during staff meetings					

8. As far as you are concerned how does collaborative decision-making contribute to how your job performance?

.....  
 .....

**.....SECTION D: Modeling Best Practices and Teachers Job Performance**

The following statements concern modeling best practices by principals and teachers' job performance. Please indicate the extent to which you agree or disagree with each statement by placing a tick (√) in the appropriate column. Use the following key.

**Key: 1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree, 5= Strongly Agree**

	<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disag ree</b>	<b>N ot Sure</b>	<b>Agr ee</b>	<b>Stron gly Agree</b>
1	My principal demonstrates how to align classroom instruction to the curriculum standards					
2	My principal effectively communicates curriculum goals to teachers					
3	My principal provides regular feedback on teaching effectiveness to teachers					
4	My principal encourages peer assessment among teachers					
5	My principal provides tailored instructional support to teachers					
6	My principal encourages teachers to continually undertake professional development					

#### **SECTION E: Role of Data Informed Decision-Making on Teachers' Job Performance**

The following statements relate to how data-informed decision-making influences teachers' job performance. Indicate the extent to which you agree with each statement by placing a tick (√) in the appropriate column.

**Key: 1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree, 5= Strongly Agree**

	<b>Statement</b>	<b>Stron gly</b>	<b>Disag ree</b>	<b>No t</b>	<b>Ag ree</b>	<b>Stron gly</b>

		<b>Disagree</b>		<b>Sure</b>		<b>Agree</b>
1	My principal uses teacher evaluated data to provide targeted feedback to teachers					
2	My principal uses teacher evaluation data to identify teacher professional development needs					
3	My principal provides me with data-driven guidance					
4	My principal uses student assessment data to collaborate with teachers					
5	My principal's uses assessment data to inform teaching strategies					

9. In what ways do you think your principal could use teacher evaluation data to help you improve your job performance?

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**SECTION F: Teachers' Job Performance**

The following statements relate to teachers' job performance. Please indicate the extent to which you agree with each statement by placing a tick (√) in the appropriate column.

**Key: 1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree, 5= Strongly Agree**

	<b>Statement</b>	<b>Stron gly</b>	<b>Disag ree</b>	<b>No t</b>	<b>Ag ree</b>	<b>Stron gly</b>

		<b>Disagree</b>		<b>Sure</b>		<b>Agree</b>
1	I prepare detailed lesson plans aligned with curriculum objectives.					
2	I clearly communicate lesson objectives to students					
3	I use appropriate instructional methods to facilitate learning.					
4	I integrate teaching and learning resources in my lessons.					
5	I adjust my instructional strategies based on student understanding					
6	I use a variety of assessment methods to evaluate student learning.					
7	I provide timely and constructive feedback to students					
8	I use assessment data to inform my instructional decisions					
9	I establish and maintain clear classroom rules and procedures					
	I maintain a safe and conducive					

10	learning environment.					
1	I promote respectful interactions					
1	among students.					
1	I manage student behavior					
2	effectively and fairly.					
1	I modify instruction to meet the					
3	diverse needs of learners.					
1	I actively seek opportunities for					
4	professional development					

26. In your opinion, what factors most influence your ability to perform effectively as a teacher?

.....  
 .....

27. What suggestions do you have to improve teacher job performance in your school?

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Thank you.

**Appendix D: Interview Guide for Principals**

Please indicate whether you agree to participate in this interview by ticking in the appropriate box.

Yes ( )    No ( )

The purpose of this interview is to gain insights into your practices regarding classroom visitation and feedback, collaborative decision-making, modeling best practices and data-informed instructional supervision in relation to teachers' job performance. Please feel free to share any additional thoughts or examples as we proceed.

**SECTION A: Demographic Information**

- 1. Kindly what is your age bracket (20-30, 30-40, 40-50, 50-60, and 60-70?)
- 2. Kindly what are your qualifications?
- 3. For how long have you served as a principal?
- 4. Have you undergone any training on instructional supervision? (If yes specify).

**SECTION B: Classroom Visitation and Feedback on Teachers' Job Performance**

1. How do your classroom visitations and observations contribute to improving the quality of teaching, curriculum implementation, and overall learning outcomes in your school?

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Probe Further

2. In what way does providing consistent and timely feedback to teachers influence their instructional practices and overall performance in your school?

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.....Probe further

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3. How do you support teachers in addressing classroom management challenges?

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Probe further

4: How do you encourage your teachers to promote active student engagement in the classroom?

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Probe further

5. In what ways do you ensure that teachers align their lesson plans with lesson objectives?

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Probe further

6. What is your view on reviewing teachers' lesson notes as part of instructional supervision?

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Probe further

7. To what extent do you emphasize the alignment of lesson objectives and lesson plans in supporting effective instruction and student engagement?

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Probe further

SECTION C: Collaborative Decision-Making and Teachers' job Performance

8. In what ways do you involve teachers in the instructional decision-making process within your school?

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.....Probe further

9. In what ways do you promote collaboration and teamwork among teachers to enhance instructional delivery and job performance?

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Probe further

10. In what ways do you reinforce the school’s instructional goals to ensure teachers’ alignment and focus in their work?

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Probe further

Section D: Modelling Best Practices and Teachers’ job Performance

11. In what ways do you communicate and reinforce the school’s instructional goals to ensure teachers’ alignment and focus in their work?

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12. In what ways do you communicate your expectations and feedback to teachers to promote effective instructional practices and improved performance?

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Probe further

14. In what ways do you encourage teachers to engage in peer observation and assessment to enhance instructional practices and classroom effectiveness?

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Probe further

15. In what ways do you provide individualized support to teachers to address their specific instructional challenges and enhance their confidence?

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Probe further

16. In what ways do you support and promote teachers' professional development to enhance instructional effectiveness and learner achievement?

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Probe further

Section E: Role of Data Informed Decision-Making on Teachers' Job Performance

17. How do you use data from teacher assessments to guide instructional supervision and provide targeted feedback?

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Probe further

18. To what extent do you utilize student performance data to inform teaching strategies?

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Probe further.

19. Do you have any additional information you would like to share regarding instructional supervision?

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Thank you for your time.

**Appendix E: Interview Guide for Quality Assurance and Standards Officer**

**Purpose:** To gather insights on how principal’s instructional supervisory practices influence teacher job performance.

**Section A: Background Information**

1. Kindly in what age bracket are you?

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2. How long have you been supporting schools in the capacity of QASO?

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3. Can you briefly describe your role as a QASO?

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Probe further

Probe further

**Section B: Classroom Observation and Feedback**

4. From your observation as a QASO, in what ways do principals’ classroom visits and observations support teachers ‘performance?

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.....Probe further

5. In your view, how does providing prompt feedback after classroom observations enhance teachers' reflection, learning, and overall professional development?

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Probe further

6. From your perspective, how do promoting interactive and learner-centered instructional strategies enhance student learning outcomes?

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7. How do you guide principals to provide individualized support to teachers in order to enhance their professional growth and instructional effectiveness?

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Probe further

**Section C: Collaborative Decision-Making**

8. In what ways do you encourage principals to involve teachers in instructional decision-making, and how does this participative approach influence teaching and learning?

.....  
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9. In what ways do you guide principals to use instructional supervision to foster collaboration and build professional learning communities among teachers?

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**Section D: Modelling Best Practices**

10. What strategies do you encourage principals to use to demonstrate curriculum alignment in classrooms?

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Probe further

11. In your opinion how does individualized supervision by principals influence teacher motivation and classroom performance?

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.....Probe further

12. What measures do you take to ensure principals clearly communicate curriculum expectations to teachers, and how does this influence instructional quality in their

schools?.....  
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Probe further

13. How does a principal’s attitude towards continuous professional development influence teachers’ motivation to engage in professional learning?

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Probe further

**Section E: Data Informed Decision-Making**

14. In what ways can principals utilize teacher evaluation data to design targeted professional development programs that address actual classroom challenges?

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Probe further

15. In your opinion how can student performance and teacher evaluation data be used to support professional development for teachers?

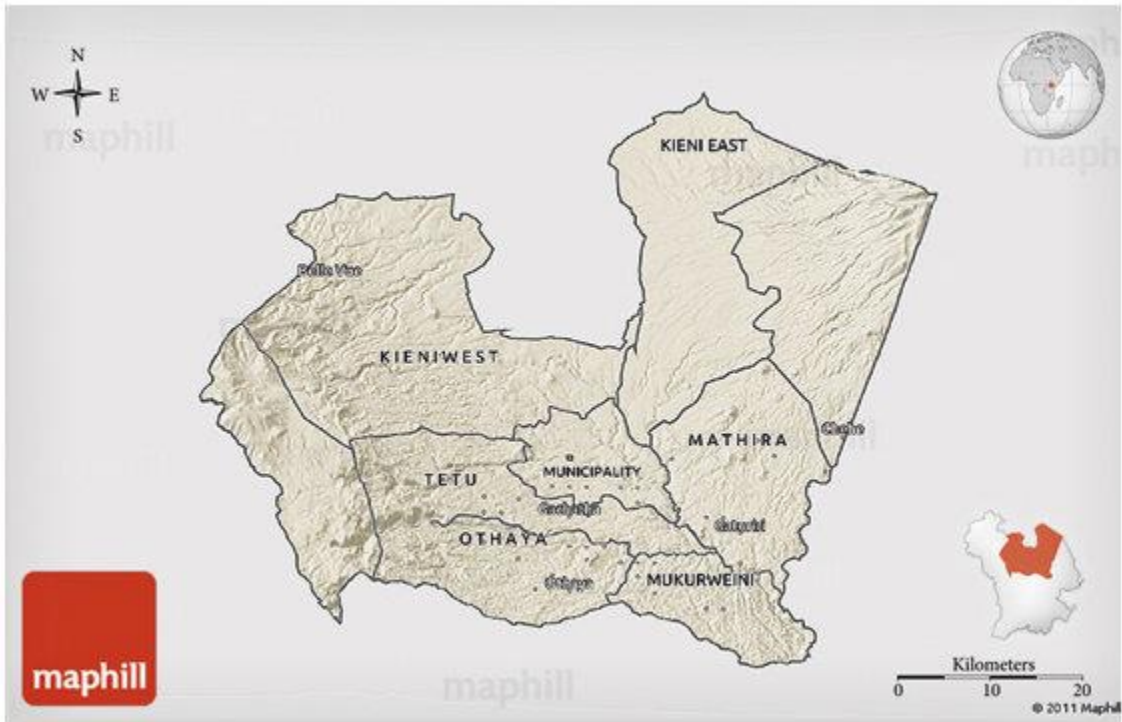
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16. Is there anything else you’d like to add regarding the influence of principal’s instructional supervisory practices on teacher job performance?

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Thank you for your time and insights!

## Appendix F: Map of Mukurweini Sub-County



Source: *Kenya National Bureau of Statistics*

**Appendix G: Antiplagiarism Report**

**TANGAZA UNIVERSITY**  
University Librarian  
P.O. Box 15055 - 00509,  
Nairobi.

*Ashir*

# Timona Mirriam Mumo

## Influence of Principal's Instructional Supervisory Practices on Teacher's Job Performance in Public Secondary Schools in Mu...

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-  Quick Submit
-  Tangaza University College

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## Appendix H: Research Approval Letter



# TANGAZA UNIVERSITY

Teaching Minds, Touching Hearts, Transforming Lives.....

REF: TU/ISERC2025/01/0073

14<sup>th</sup> May 2025

To: TIMONA MIRIAM MUMO

Reg. No. SE104/00008/2021

Dear Timona,

**Re: Influence of Principals' Instructional Supervisory Practices on Teacher's Job Performance in Public Secondary Schools in Mukararwa Sub-County, Nyeri, Kenya.**

This is to inform you that TU-ISERC has reviewed and approved your above research proposal. Your application approval number is *TU/ISERC2025/05/0073*. The approval period is **14<sup>th</sup> May 2025 – 15<sup>th</sup> May 2026**. This approval is subject to compliance with the following requirements;

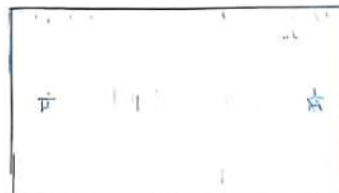
1. Only approved documents including (informed consents, study instruments, MTA) will be used
2. All changes including (amendments, deviations, and violations) are submitted for review and approval by TU-ISERC.
3. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to TU-ISERC within 72 hours of notification.
4. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to TU-ISERC within 72 hours
5. Clearance for export of biological specimens must be obtained from relevant institutions.
6. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
7. Submission of an executive summary report within 90 days upon completion of the study to TU-ISERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely

Dr. Daniel M. Kibung'u (Ph.D., MBA)

Chair, TU - ISERC





### Appendix I: Research Permit



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 586295

Date of Issue: 21/June/2025

### RESEARCH LICENSE



This is to Certify that Ms.. MIRRIAM MUMO TIMONA of Tangaza University , has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nyeri on the topic: Influence of Principal's Instructional Supervisory Practices on Teacher's Job Performance in Public Secondary Schools in Mukurweini Sub-County, Nyeri, Kenya for the period ending : 21/June/2026.

License No: NACOSTI/P/25/4175145

586295

Applicant Identification Number

*[Signature]*

Deputy Director  
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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See overleaf for conditions

## Appendix J: Authorization to Conduct Research



### MINISTRY OF EDUCATION

#### STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telephone: 0723107169

FAX:

Email: [mukurweineducationoffice@gmail.com](mailto:mukurweineducationoffice@gmail.com)

When replying please quote

REF: MOE/MUK/SCDE/GEN/1/Vol I/38

Sub-County Education Office  
MUKURWE-INI SUB-COUNTY  
P.O. Box 60-10103  
**MUKURWE-INI.**  
3rd July, 2025

**TO: PRINCIPALS**

**RE: PERMISSION TO CARRY OUT RESEARCH IN PUBLIC SECONDARY SCHOOL.**

The bearer of this letter **Timona Mirriam Mumo** is pursuing Master's Degree in Education at Tangaza University. He has been allowed to carry out research in Secondary Schools in Mukurwe-ini Sub-County of Nyeri County. Please note that research should not take place during Normal learning / Teaching period and it's without any charge

  
 SUB-COUNTY DIRECTOR OF EDUCATION  
 MUKURWEINI  
 P.O. Box 60 - 10103, MUKURWEINI.  
**JOHN M. NDUNDU**  
 SUB-COUNTY DIRECTOR OF EDUCATION  
 MUKURWE-INI.