

**INFLUENCE OF PRINCIPALS' LEADERSHIP PRACTICES ON TEACHERS'
SELF-EFFICACY IN PUBLIC SECONDARY SCHOOLS IN WESTLANDS
CONSTITUENCY, NAIROBI COUNTY, KENYA**

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DECLARATION

This research is my own work and has not been presented elsewhere for any academic award.

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

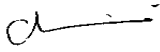
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DEDICATION

This research is dedicated to my beloved mother Lucy Wangu; my greatest teacher in life, my Religious Institute, and to all educators.

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As I recognize the meaningful help of the persons that have contributed to this study, I thank almighty God who enabled me complete this study. He gave me health, intellectual capacity, and time to undertake this task, while he also guided the whole process including making meaningful the contribution made by all the respondents.

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ABSTRACT

This study investigates the influence of principals' leadership practices on teachers' self-efficacy in public secondary schools in Westlands Constituency, Nairobi County. It was guided by four objectives; to determine the influence of principals' motivation on teachers' self-efficacy, to assess the extent to which principals' delegating of duties enhances teachers' self-efficacy, to investigate how principals' provision of teachers' professional development influences teachers' self-efficacy as well as examine how communication influences teachers' self-efficacy. The study is anchored on Maslow's Theory of Motivation. Mixed method approach with a concurrent mixed design was used. The target population was 14 public secondary schools, 14 principals, 14 deputy principals, and 322 teachers. Stratified proportionate and simple random sampling was used to select schools and teachers while purposive sampling was used for principals and deputy principals. The researcher sampled 5 schools, 5 principals, 5 deputy principals, and 98 teachers. Questionnaires and in-depth interviews guide were used for data collection. The validity and reliability of the quantitative instrument was established using Cronbach's alpha to ascertain the internal consistency. Quantitative data was analysed using descriptive and inferential statistics and results presented using tables. The qualitative data were thematically analysed. Spearman rho was used to establish the relationships between variables as well as test the null hypothesis. The researcher ensured ethics throughout the process. The study established that principals' leadership practices of motivation, delegation, professional development, and communication significantly and positively influence teachers' self-efficacy in public secondary schools. Communication demonstrated the strongest effect ($\rho = +0.719, p < 0.05$), highlighting the core role of supportive dialogue in enhancing teacher confidence, competence, and effectiveness. This study recommends that the Ministry of Education should develop policies and targeted training programmes that equip school leaders with skills in effective communication and motivation and that the Ministry and relevant education authorities should develop policies that institutionalize continuous professional development for teachers. Schools should establish structured mentorship and peer-collaboration programmes where experienced teachers and deputy principals support their colleagues in various instructional competencies.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS.....	iv
ABSTRACT	v
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER ONE.....	12
INTRODUCTION	12
1.1 Background to the Study.....	12
1.2 Statement of the Problem.....	22
1.3 Purpose of the Study.....	23
1.4 Objectives of the Study.....	23
1.5 Research Questions.....	24
1.6 Research Hypothesis.....	24
1.7 Significance of the Study	25
1.8 Scope and Delimitation of the Study.....	26
1.9 Theoretical Framework.....	27
1.9.1 Maslow’s Theory of Motivation	28
1.10 Conceptual Framework.....	33
1.11 Operational Definition of Key Terms	36
CHAPTER TWO	38
REVIEW OF RELATED LITERATURE	38
2.1 Introduction	38
2.2 Influence of Principals’ Motivation on Teachers’ Self- efficacy.....	38
2.4 How Principals’ Delegating of Duties Enhances Teachers’ Self- efficacy	43
2.5 Influence of Teachers’ Professional Development on Teachers’ Self-efficacy.....	46
2.6 Influence of Principals’ Communication on Teachers’ Self-efficacy	53
2.7 Summary of Related Literature and Research Gaps.....	63
RESEARCH DESIGN AND METHODOLOGY	65
3.1 Introduction	65
3.2 Research Design	65
3.3 Location of the Study.....	65
3.4 Target Population	66
3.5 Sample and Sampling Techniques.....	67

3.5.1 Sampling of Schools.....	68
3.5.2 Sampling of School Principals.....	68
3.5.3 Sampling of Deputy Principals	69
3.5.4 Sampling of Teachers	69
3.6 Data Collection Instruments.....	71
3.6.1 Questionnaires for Teachers	71
3.6.2 Questionnaires for Deputy Principals.....	71
3.6.3 In-depth Interview Guide for School Principals	72
3.6.4 Validity of Research Instruments.....	72
3.6.5 Pilot Testing	73
3.6.6 Reliability of Quantitative Instruments	74
3.6.7 Trustworthiness of Qualitative Instruments.....	74
3.7 Description of Data Collection Procedures.....	75
3.8 Description of Data Analysis	76
3.9 Ethical Considerations	76
CHAPTER FOUR.....	78
4.1 Introduction	78
4.2 The Response Rate of the Study Participants.....	78
4.3 Demographic Information of Research Participants	80
4.3.1 Gender Distribution of Research Participants	80
4.3.2 Years of Teaching Experience.....	81
4.4 Influence of Principals’ Motivation on Teachers’ Self- efficacy	82
4.5 Influence of Principals’ Delegation of Duties on Teachers Self-efficacy	91
4.6 Influence of Professional Development on Teachers’ Self-efficacy	99
4.7 Influence of Principals’ Communication Practices on Teachers’ Self-efficacy.....	108
CHAPTER FIVE	119
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	119
5.1 Introduction	119
5.2 Summary of the Research Findings	119
5.3 Conclusion.....	122
5.4 Recommendations.....	124
5.4.1 Recommendations for Policy Makers	124
5.4.2 Recommendations for Principals.....	124
5.4.3 Recommendations for Practice	125
5.4.4 Recommendations for Further Research	125

References	126
APPENDIX 1: Letter of Introduction	152
APPENDIX 2: Informed Consent Form for Participants.....	153
APPENDIX 3: Questionnaire for Teachers.....	154
APPENDIX 4: Questionnaire for Deputy Principals.....	158
APPENDIX 5: Principal’s Interview Guide.....	162
APPENDIX 6: Map of Westlands Constituency	166
APPENDIX 7: Similarity Index	167
APPENDIX 8: Data Analysis Matrix for Mixed Methods Study.....	168
APPENDIX 9: Research Permit	170
APPENDIX 11: Research Authorization from the County Commissioner Office.....	172

LIST OF TABLES

Table 1: Sample Matrix	69
Table 2: The Response Rate	78
Table 3: Gender Distribution of Research Participants.....	79
Table 4: Years of Teaching Experience.....	79
Table 5: Deputy Principals' and Teachers' Rating of Principals' Motivational Practices on Teachers' Self-efficacy.....	81
Table 6: The Spearman's Rho Correlation Test Results for the Principals' Motivation and Teachers' Self-efficacy.....	89
Table 7: Teachers' and Deputy Principals' Rating of the Influence of Delegation of Duties on Self-efficacy.....	90
Table 8: The Spearman's Rho Correlation Test Results for the Principals' Delegation of Duties and Teachers' Self-efficacy.....	96
Table 9: Teachers' and Deputy principals' Rating of the Influence of Professional Development on Teachers' Self-efficacy.....	98
Table 10: Spearman's Rho Correlation Test Results for the Principals' Provision of Teachers' Professional Development and Teachers' Self-efficacy.....	105
Table 11: Deputy principals' and Teachers' Rating on Principals' Communication Practices.....	107
Table 12: The Spearman's Rho Correlation Test Results for the Principals' Communication and Teachers' Self-efficacy	116

LIST OF FIGURES

Figure 1: Principals' Leadership Practices in Enhancing Teachers' Self-efficacy.....	35
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LIST OF ACRONYMS

BoM	Board of Management
CATs	Continuous Assessment Tests
HROs	Human Resource Officers
KEMI	Kenya Education Management Institute
KNEC	Kenya National Examination Council
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post-Primary Education Teachers
MoE	Ministry of Education
QASO	Quality Assurance and Standards Officer
RATs	Random Assessment Tests
SCDE	Sub- County Director of Education
SE	Self -efficacy
STEM	Science Technology Engineering and Mathematics
TE	Teachers' Efficacy
TPAD	Teacher Performance Appraisal and Development
TSC	Teachers Service Commission
TSE	Teachers' Self- efficacy
UK	United Kingdom
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Leadership is an influential process that leads to achievement of predetermined purposes, for this reason, school leaders can never escape the salient place they occupy in the school management. As opined by Naz and Rashid (2021) school leaders influence their followers by using their leadership ability to raise others to achieve the goal by empowering their followers not necessarily by domination but through making the best use of their efforts towards a goal. While reiterating the same idea in the education sector Winn et al. (2021) observed that second only to teaching, leadership is the most crucial element in education, and therefore, effective leaders are the key to meaningful teacher support and development which lead to efficacious teachers.

Different studies have underlined school principals' leadership as a major determinant of teachers' level of motivation to work, school exhaustion, burnout, among other teacher related factors. Therefore, school principals are expected not only to integrate creative insight, persistence, energy, intuition, and sensitivity to the needs of the teachers but also aspire them to surpass their self- interests (Hyseni & Hoxha, 2021), and at the same time, make a conscious effort to influence the followers positively for the achievement of the school educational goals (Zubaidah et al., 2021).

Research confirms the indispensable role of school leadership in enhancing educational outcomes. United Nations Educational Scientific and Cultural Organization, UNESCO (2016) emphasizes the importance of continuous professional development for school leaders, promoting leadership standards, and establishing clear career paths for aspiring principals, highlighting that effective school leadership is crucial for achieving inclusive and equitable quality education. It is evident that other studies have shown the

place of principals' leadership in ensuring the quality of education. Nasir, et al. (2022) carried out research on principal leadership, teacher self-efficacy and commitment to students. The study confirmed that although education receives substantial government and community investment, students' academic performance and skill acquisition have not met stakeholders' expectations. This has led to discouragement among students, particularly after completing Grade 10. They observed that the moderate quality of education in the Maldives requires transformation, especially to meet the demands of industrial revolutions. School principals are positioned as key leaders capable of driving this change by supporting teachers, whose self-efficacy is essential for tackling complex tasks and improving student outcomes. Principal leadership is central to enhancing teacher self-efficacy, which in turn impacts overall educational quality.

Furthermore, the 2020 Global Education Monitoring Report by UNESCO underscores the need for inclusive education systems that accommodate all learners, suggesting that teacher training is essential to overcoming barriers to inclusion (UNESCO, 2020). An example of the gaps that need to be addressed are such as the ones portrayed in Nepal as evidenced by Poudel, et al. (2022) who claims that despite significant improvement in equitable access to basic schooling, fundamental tasks such as developing literacy, access to quality education of the disadvantaged population remain challenged. Enhancing the capacity of school leaders to improve education quality, so as to manage schools effectively and foster inclusive learning environment is therefore necessary.

Since the achievement of educational goals is highly dependent on the leadership skills of the principal as a supervisor, it is therefore imperative that principals acquire skills that will render them relevant. Emphasizing on the best way to navigate diverse educational environments, Brauckmann et al. (2023) highlight that while schools face increasingly global problems, the solutions are predominantly local. Nevertheless, Komalasari et al. (2020)

observe that the current dynamics in education pose a great challenge to the principals, one of them being managing the behaviour and attendance of personnel. Other challenges include those related to administrative work, supporting teacher development, and responding to community and government demands (Amelia et al., 2022) and therefore good support system is essential for them to be able to counter these administrative challenges (Fullan, 2023; Bada et al., 2024). Among the organizational components to be dealt with by the principals are enhancement of student academic success, and increase of teacher self-efficacy (Engin, 2020).

According to Çoban et al. (2023), self-efficacy (SE) is the teachers' effort to succeed in classroom practice in order to bring desired outcomes of learner engagement and learning, even among those learners who may have difficulty or are demotivated. Describing the same concept, Barni et al. (2019) and Winn et al. (2021) argue that self-efficacy is an individual's belief in their ability to successfully fulfil tasks and obligations and to overcome challenges. In other words, it is the teachers' belief in their ability to influence student behaviours as well as effectively manage challenging situations (Otieno, 2023). To this end, it is estimated that schools that are effective and have the capacity to improve are led by school principals who have made a significant and measurable contributions to the effectiveness of their staff by building up teams and bringing out the best in the members (Northouse, 2019).

Teachers who lack self-esteem and the respect of others can develop feelings of inferiority that eventually counteract their self-efficacy beliefs (Anderson et al., 2023). Moreover, Sofo et al. (2023) advise that useful leadership behaviour of school principals is a significant factor in improving school climate as well as teachers' self-efficacy (TSE). As Gordon (2019) asserts, principals are instrumental in influencing schools because they use supervision as a powerful tool for the enhancement of teaching and learning. Emphasizing on the same view, Rodrigue (2020) notes that teachers' performance in the school system can

positively or negatively be influenced by their school principals' leadership practices and their efficacy beliefs. Therefore, strengthening teachers' self- efficacy perceptions will enhance their capacity to cope with problems within the school as well as the classroom, improve the quality of their teaching, and increase their satisfaction with their profession which consequently improves student learning outcomes (Amzat et al., 2022).

Various scholars have shed a lot of light on principals' leadership and its impact on the teachers. Sheng et al. (2019) emphasize that principals' leadership promotes collaborative activity in schools, collective focus on student learning, and teacher efficacy (Sumiati & Niemted, 2020). The current researcher is of the idea that effective principals have core responsibility of influencing the progress of the school. The idea of Grissom et al. (2021), asserts that effective principals have a positive effect on student achievement, while Minna (2021) postulates that principals have a positive effect on the teacher satisfaction and retention which in turn influence the process of teaching and learning.

Teachers' self- efficacy influences attitudes towards sound integration and this happens when principals actively interact with their teachers in planning, decision making, and other school related development agenda (Bada et al., 2020). Other major reviews done earlier confirm a positive correlation between TSE and a range of instructional outcomes, teacher instructional behaviour, teacher -wellbeing as well as student self- efficacy, teacher job satisfaction, job commitment, teacher effectiveness, and instructional behaviour (Klassen & Tze, 2016). However, research shows that great emphasis has been laid on the influence of teachers' self-efficacy on the student performance (Shahzad & Naureen, 2017), and less on how principals influence TSE (Swarnalatha, 2019). Further observation is that environmental factors can reinforce or diminish the self-efficacy behavior as postulated by Ma (2018) thereby calling upon principals to provide factors such as improved working conditions, capacity building as well as facilitative leadership (Mwihaki et al., 2019).

Study that integrated 40 years of teacher self – efficacy research to explore the consequences of teachers’ self- efficacy or the quality of classroom processes, students’ academic adjustment, and teachers’ psychological wellbeing using 165 articles was carried out by Zee and Koomen (2016) in Netherlands. The results suggest that TSE shows positive links with students’ academic adjustments, patterns of teacher behaviour, practices related to classroom quality, and factors related to teachers’ psychological wellbeing among them personal accomplishment, and job satisfaction and commitment. The same study advised that principals’ use of social persuasion helps to enhance self-efficacy since it involves appreciating and encouraging remarks which serve to enhance self confidence levels in teachers which in turn boosts their self-efficacy levels (Berg & Smith, 2016). Principals are also to ensure that they eliminate issues that would distract teachers from their instructional responsibilities.

Evaluating how teachers' perceived teaching competence and self-efficacy affect students' academic outcomes, Lauermann and Hagen (2021), opined that the qualities of teachers are of key importance in the education process since these qualities are in constant interaction with other components influencing the quality of education and have a direct influence on them, and that the knowledge and skills of the teachers are the most important factors that support student development. They further noted that teacher self-efficacy significantly influences classroom management and the quality of instruction which in turn impacts student engagement and academic outcomes.

Romijn et al. (2020) carried out a cross- national study in Europe which was aimed at investigating the relationship between teachers’ self- efficacy beliefs and their intercultural classroom practices in culturally diverse classroom settings. The study used survey data of 269 early childhood primary school teachers in England, Italy, the Netherlands, and Poland. They observed that policies and professional development targeted at reciprocal relation

between diversity- related efficacy and practices are important as teachers are prepared for diverse classroom contexts.

Various other studies exist that show the place of TSE in the learning and teaching process. In a separate empirical study carried out in Turkey through a systematic review by Cansoy et al. (2018), the study aim was to analyze trends and characteristics of empirical studies on teacher self- efficacy over a period from 2000 to 2017. The primary objectives were to review the basic features of these studies and identify research trends within the Turkish context. The study confirmed that the aspect of teacher efficacy is gaining popularity, thereby confirming the need to consider the central role TSE plays in the teachers' ability to believe in their own capabilities to plan, organise, and carry out activities required to attain given educational goals such as student engagement, classroom management as well as instructional strategies.

A separate study was conducted by Kara, et al. (2022) in Turkey to investigate teachers' self-efficacy beliefs and classroom practices and their impact on student performance and learning. This study aimed to put forward the mediating role of teacher self- efficacy in the relationship between students' perceptions of learning experience and teachers' perceptions of 21st century skills efficacy. The research results revealed that teacher self- efficacy has a full mediating effect between students' perceptions of learning experience and teachers' perceptions of 21st century skills competence. In other words, students' perceptions of learning experience are significant predictors of teacher self- efficacy. Besides, the study also revealed that teachers' professional autonomy significantly predicted teachers' perception of 21st century skills competence.

In addition, the strategic position of principals in school can be a source of teacher self-efficacy. This assertion was reached out in a study conducted in China by Ma and Marion (2021) using a total of 50 secondary school principals and 714 teachers in minority

region. The study aimed at investigating the impact of principal instructional leadership on teacher self-efficacy. The results indicate that instructional leadership which entails developing a positive learning climate, directly impacts on teacher efficacy. Instructional leadership practices that define school's mission, manage the instructional programme, and develop positive school learning climate may positively affect faculty trust thereby advising principals and policy makers to make interventions and decisions that build up TSE. In other words, when teachers trust and sense support from their principals, they feel a greater sense of ease in the interdependence and are willing to take risks and experiment with new practices, which underpins the cooperative behaviour necessary for cultivating high performance.

Other scholars noted that principals' leadership behaviours have a great impact on TSE. Among such studies is the one conducted in the USA by Bellibas and Liu (2017) to investigate the extent to which principals' instructional leadership predicts TSE in classroom management, instruction, and student management. The results demonstrated a significant and positive relationship between principal's perceived instructional leadership practice and TE in classroom management, instruction, and student management. The study recommended that instructional leadership in schools will help teachers develop a greater sense of ability in classroom management, instruction, and student engagement.

The situation is not different in Sub-Saharan Africa. An analytical study to address the gaps in education saw the UNESCO making a strategic plan for the years 2014 - 2021 which was geared to improving the quality of education (Corner, 2018). The study suggested a significant correlation between teacher efficacy and student achievement which was seen to be enhanced by influencing teachers' instructional practices, enthusiasm, commitment, and teaching behaviour thereby suggesting the need to improve TSE.

In their study carried out in Nigeria using a sample of 389 teachers in public secondary schools to investigate the impact of principals' instructional leadership practices on secondary school teachers' effectiveness, Bada et al. (2020) indicate that instructional leadership (defining the school mission, managing instructional programmes, and developing a positive school learning climate) is significantly and positively associated with teachers' effectiveness. The study further emphasized that school principals should focus more on instructional leadership practices that relate to teaching and learning in order to improve teachers' effectiveness.

In South Africa, Schalk and Anette (2016) carried out a study to assess the differences among teachers regarding their self- efficacy and how it relates to their confidence and commitment to integrate climate change in their teaching practice. A questionnaire with a standardized scale of the Woolfolk, "Teachers' Sense of Efficacy Scale" was used to measure the self-efficacy beliefs of 25 teachers who participated in the study. The findings confirmed that teachers who were highly self-efficacious were more willing and resilient to engage the students than those with low self-efficacy. With these findings, it is clear that besides knowledge and skills as components of teaching, teachers need to be supported to reinforce their beliefs that they can contribute meaningfully to teaching and learning (Makeleni et al., 2023).

In Ethiopia, Ahmed (2016) conducted a study investigating instructional leadership practices in secondary schools. Results show that among instructional leadership functions principals have a role in communicating school goals, supervision and evaluation of instruction, monitoring of school progress, protection of instruction time, maintaining high visibility, and promoting professional development. Nevertheless, findings rated the principals averagely meaning that though these practices were recommended, they were not being implemented by principals.

Kenya is also facing the challenge of low TSE which has continued to characterize most learning institutions (Odanga & Aloka, 2022). In Kisumu County for instance, levels of teacher efficacy were low despite its importance on students' academic performance. A study was conducted by Odanga et al. (2022) to investigate the effects of teaching experience on TSE in Kenyan secondary schools using a sequential explanatory design within the mixed method approach, and teacher efficacy scale. The scale consisted of 24 items that measure the three domains of efficacy; student engagement, classroom management, and instructional strategies. The results demonstrated that the effect of experience on teachers' self-efficacy was significant. The study concluded that Teachers Service Commission should maximize the use of experienced teachers as resource persons.

Another study carried out in public secondary schools in Sabatia Sub-County, Vihiga County by Mungasia et al. (2022) aimed at assessing the effect on performance appraisal on TSE. The findings show significant effect of SE on performance appraisal thereby concluding that performance appraisal for teachers needs to be enhanced since it plays a significant role in boosting their confidence. Teachers' self- efficacy increased as teachers spent more time in teaching as well as through the use of performance appraisal strategy.

Studies in Nairobi County show that TSE was underlined as playing a crucial role in managing and modifying problem behaviours affectively. Study conducted by Otieno (2023) explored teachers perceived self-efficacy in addressing problem behaviours among high school students in Nairobi County. The research findings were that teachers with high level of SE demonstrated proactive and constructive approach to behaviour management, thereby fostering a positive learning environment whereas teachers with low SE struggled to implement effective strategies, leading to potential challenges in maintaining classroom order and student engagement. Additionally, teachers who received professional development in classroom management and behaviour modification techniques exhibited higher efficacy in

dealing with challenging student behaviours through open communication and positive reinforcement. The study concluded that implementing targeted interventions to boost teachers' confidence in addressing problem behaviours can contribute to the academic success and well-being of both teachers and students.

Mutune et al. (2019) conducted a study in Nairobi with the purpose of establishing the influence of headteachers' supportive leadership practices on teachers' job satisfaction in Catholic private primary schools. The results revealed that head teachers' supportive leadership practices had a positive significant influence on teachers' job satisfaction thereby recommending school heads to integrate supportive leadership practices like approachability in the execution of other leadership practices and create a caring and supportive environment that enhances supportive relationships.

In Westlands Constituency, a study was conducted by Asava (2021). The aims of the study were threefold; to identify how teachers can use learning-centred teaching to implement a skill-based curriculum, to investigate the influence of teachers' use of teaching and learning materials, and to evaluate the use of practical experience by teachers to implement a skill-based curriculum. The results showed that most instructors are challenged in the implementation of key competencies in teaching, learning and communication, and in their visual communication techniques. The study therefore identified a gap in the teachers' effectiveness and recommended in service training for teacher pedagogies which will make it possible for teachers to apply CBC efficiently in order to promote essential curricular skills.

Considering the above studies, it is evident that principals are considered to have a great managerial responsibility and are influential on many schools' organizational components particularly increasing TSE (Engin, 2020). Therefore, the current research seeks to determine how principals' practices of delegating of duties, teacher motivation, teacher

professional development, and communication influence TSE in public secondary schools in Westlands Constituency, Nairobi County.

1.2 Statement of the Problem

Studies confirm that over the past 40 years, teachers' efficacy has emerged as a topic of growing research (Zee & Koomen, 2016; Berg & Smith, 2016), with studies demonstrating that principals' strategic positions influence TSE (Wang et al., 2022). On the same idea, Glanzi (2022) and Osland (2023) explain that school principals are influential on many organizational components, increase of teachers' self-efficacy being one of them (Atasoy, 2020), which contributes to teachers' ability to face setbacks as well as welcome challenging activities and be successful (Cherry, 2020; Chen & Rong, 2023). Emphasizing on the role of teachers' self-efficacy in students' academic performance, Wang (2022) noted that teachers with high self-efficacy have a more significant positive impact on the student academic achievement than those with low self-efficacy.

Despite teachers' ability in classroom and instructional management as well as students' engagement being key for quality education, Westlands Constituency is among those areas faced with the phenomenon of low teachers' self- efficacy which is jeopardizing the quality of education. In particular, as observed by Asava (2021), most instructors are challenged in the implementation of key competencies in teaching, learning and communication, and in their visual communication techniques and these impede the quality of education. This problem is not the sole problem in Westlands. For example, a study in Nairobi County where Westlands Constituency is located, found that many teachers report low confidence in dealing with complex student behaviour which undermines their classroom management practices (Otieno, 2023)

As evidenced by various studies, principals play a crucial role in shaping teachers' self-worth through effective leadership practices, which in turn impact student performance

(Sila, 2023). This highlights the importance of principals in cultivating leadership practices that uplift teachers, empowering them to be more effective in the classroom. Essentially, without effective leadership, public secondary schools will continue struggling to meet the needs of their students, resulting to poor academic outcomes, low motivation among teachers, and disengagement from parents and community (Wanjeri et al., 2024). The above reality therefore, necessitated this study in Westlands Constituency to establish how principals' leadership practices of teacher motivation, delegation of duties, teacher professional development, as well as communication contribute to teachers' self- efficacy in public secondary schools in Westlands Constituency, Nairobi County.

1.3 Purpose of the Study

Teachers' performance in the school system can positively or negatively be influenced by their principals' leadership practices. In other words, the patterns of behaviour which the principal adopts to influence the behaviour of their followers translates to either positive or negative results in the teachers' self- efficacy. Effective school principals use wide range of leadership practices according to the situation and the context of their school and encourage effective and efficient teachers' performance which in turn influences the overall quality of education.

Therefore, the purpose of this study was to determine how principals' leadership practices; teacher motivation, delegating the duties, providing professional development as well as communication influence teachers' self- efficacy in public secondary schools in Westlands Constituency- Nairobi County, Kenya.

1:4 Objectives of the Study

The study was guided by the following research objectives:

- i. To determine the influence of principals' motivation on teachers' self-efficacy in public secondary schools in Westlands Constituency- Nairobi County, Kenya.

- ii. To assess the extent to which principals' delegation of duties enhances teachers' self-efficacy in public secondary schools in Westlands Constituency- Nairobi County, Kenya.
- iii. To investigate how principals' provision of teachers' professional development influences teachers' self-efficacy in public secondary schools in Westlands Constituency- Nairobi County, Kenya.
- iv. To examine how principals' communication influences teachers' self-efficacy in public secondary schools in Westlands Constituency- Nairobi County, Kenya.

1.5 Research Questions

The study was guided by the following research questions:

- i. How does principals' motivation influence teachers' self-efficacy in public secondary schools in Westlands Constituency- Nairobi County, Kenya?
- ii. To what extent does the principals' delegation of duties enhance teachers' self-efficacy in public secondary schools in Westlands Constituency- Nairobi County, Kenya?
- iii. How does principals' provision of professional development influence teachers' self-efficacy in public secondary schools in Westlands Constituency- Nairobi County, Kenya?
- iv. How does principals' communication influence teachers' self-efficacy in public secondary schools in Westlands Constituency- Nairobi County, Kenya?

1.6 Research Hypothesis

The current study based on the following null hypotheses.

H0₁. There is no significant relationship between principals' motivation and teachers' self-efficacy.

H0₂. There is no significant relationship between principals' delegation of duties and teachers' self-efficacy.

H0₃. There is no significant relationship between principals' provision of professional development and teachers' self-efficacy.

H0₄. There is no significant relationship between principals' communication and teachers' self-efficacy.

1.7 Significance of the Study

The study sought to highlight the principals' leadership practices that lead to teacher self-efficacy. Therefore, the study is anticipated to contribute to the already existing literature that can serve as a guide to the Kenya Ministry of Education (MoE) and Teachers Service Commission (TSC) to produce documents that can enhance programmes at school level for the purpose of supporting principals' administrative practices for the benefit of teachers and learners.

Since achievement of educational goals is a collective responsibility, the research may offer insightful information to educators, administrators, as well as policy makers at the school level and beyond on the best practices that would enhance creation of an efficient teacher performance. Besides, the study may be beneficial to the researcher who being in the field of education, will gain knowledge on the most feasible practices that enhance quality leadership. Other researchers can also benefit from the wealth of information.

Besides, the schools used for the study may also directly benefit from the research by applying the findings to address the already existing gaps through enhanced and feasible practices. In addition, it can benefit the parents since efficacious teachers will positively influence the academic as well as overall performance of the learners. Moreover, the study may directly benefit the teachers since the principals may use the ideas and principles advanced in this research to boost teachers' self-efficacy through the recommended leadership practices.

In addition, the study is anticipated to benefit the learners who are at the centre of all learning activities since principals' use of delegation, motivation, professional development, as well as communication on teachers will enhance teachers' self-efficacy, a quality that enables them to manage teaching and learning for the benefit of the learners and for their own self-actualization. Lastly, the research may open doors for further studies.

1.8 Scope and Delimitation of the Study

Westlands Constituency has many categories of schools; however, this study only focused on public secondary schools. While other secondary schools in the same constituency are equally important, they did not form part of the study because they do not fall under public secondary schools. Additionally, the variable under scrutiny only includes four major aspects regarding principals' leadership practices; teacher motivation, delegation of duties, teacher professional development, as well as communication, and how each of these practices influence teachers' self-efficacy.

In this research, the target population for the study is principals who were sampled because they are at the top in the school administration and it is to them that the leadership practices of teacher motivation, delegation of duties, teacher professional development, as well as communication rest. The deputy principals were also sampled because they share the leadership role with the principals and serve as a link between the principals and the teachers. Teachers were also sampled because it is on them that the implementation of the curriculum rests and since they interact directly with the learners who are at the centre of all teaching and learning activities in the school. Therefore, they helped the researcher to explore the extent to which principals' leadership practices influence their self-efficacy.

In this study, students were excluded from the target population because the focus is specifically on examining the relationship between principals' leadership practices and teachers' self-efficacy. Although they may possess valuable insights regarding the leadership

practices of principals and the learning environment created by teachers, they are not positioned to offer the necessary depth on the specific professional experiences that shape the teachers' self-efficacy perceptions and effectiveness. Moreover, since this is a professional interaction between the leadership and the teaching staff, students do not directly participate in this dynamic. Including students would not therefore provide relevant data for understanding this professional dynamic and its impact on the teaching staff since the study aims to measure how principals' leadership affects teachers, not the students themselves. As a result, students were not included in this study.

1.9 Theoretical Framework

In this study, the theoretical framework was used as a structure that served as a roadmap that supported the theory on which the study was anchored. Theoretical framework therefore, is a collection of interrelated ideas based on theories and it is useful in accounting for and/or explaining a phenomenon (Kombo & Tromp, 2018). Substantiating on the purpose of a theory, Cropley (2021) argued that theory has no purpose except to make the observed world easier to understand- theory is valuable, but only as an instrument for achieving better understanding of concrete, empirical events. On the same note, Anugrah (2022) opined that the function of a theory is to gain and organize experience while also seeking understanding about a phenomenon. It is on this basis that the researcher used Maslow's Theory of Motivation.

1.9.1 Maslow's Theory of Motivation

Maslow's theory of motivation was developed by American psychologist Abraham Maslow in 1943 and it is one of the foundational theories in human motivation and psychology. Maslow proposed that people are essentially driven to satisfy their needs (Putri et al., 2024), and made three very strong assumptions; that there is always something that someone is trying to fulfil, that a need that has already been fulfilled is no longer compelling as an unfulfilled one, and lastly, that needs are arranged in five categories in an order of priority (Shikalepo, 2020).

Following the above assumptions, this theory postulates that there are certain minimum requirements essential to a decent standard of living and that low level needs should be met first before high-level needs. These are the psychological needs that include shelter, food, health, and clothing. These primary needs have to be catered for before other needs such as sense of belonging, affection, love and esteem, and finally self-actualization (Kombo & Tromp, 2018).

As the needs get higher in the hierarchy for instance at the fourth level which explains the need of appreciation and respect, it becomes increasingly important to gain the respect and appreciation of others. People need to sense that they are valued by others and that they are making a contribution to the world. As such, participation in professional activities, academic accomplishments, team participation among others can play a great role in this. People who are able to satisfy esteem needs by achieving self-esteem and recognition of others tend to feel confident in their abilities. Those who lack self-esteem and the respect of others can develop feelings of inferiority that eventually counteract their self-efficacy beliefs (Anderson et al., 2023).

1.9.1.1 Strengths of Maslow's Theory of Motivation

Maslow's theory has remained a valuable tool for leaders, educators, and administrators in creating environments that support growth and motivation at various levels and it has a number of strengths that were applicable in this study. It offers a framework for understanding the factors that drive individuals' behaviours. This understanding is valuable in various settings such as creating motivating work environments and designing programmes that stimulate productivity (Bandhu et al., 2024).

Moreover, the theory has a holistic approach while dealing with human resource as well as human motivation. Maslow integrates various human needs-physiological, psychological, and self-fulfillment needs into a comprehensive framework. This allows a broad understanding of the various motivating elements for individuals and at different life stages as well as in different contexts. In addition, this theory's versatile quality makes it easy to apply in various domains including education. For instance, principals can use this theory to satisfy the basic needs of the staff members as they progressively focus on the higher-order goals.

Besides, this theory is simple and understandable and therefore relatively easy to apply, thereby making it useful for all sectors where human resource is engaged. In particular, the needs pyramid is easy to implement as it categorizes the needs clearly thus, it can provide a useful guide for the school principals or any other manager on meeting the needs of the employees. Another strength is that it focuses on positive growth, emphasizing on self-actualization and human potential by positioning growth and fulfillment at the top of the hierarchy. This promotes a positive view of human nature, encouraging self-improvement and continuous personal development, which has been influential in education (Gross et al., 2022).

1.9.1.2 Weaknesses of Maslow's Theory of Motivation

Despite its vast use in the world for the purpose of motivation, this theory has a number of weaknesses. For instance, its concept of self-actualization cannot be scientifically proven and at the same time, the idea of human needs appearing in a hierarchy is not realistic. According to studies done by Shikalepo (2020), needs are socially acquired and may vary between races, groups, cultures among other variants. In other words, empirical testing is difficult and the capacity to generalize findings may not be achieved since human beings are not alike as the theory assumes them to be. On the same note, due to difference in social, characters and context, different people have different preferences at different times and at different intervals. The needs of a particular group may not be used as a representative sample for universal application to the diverse social nature of the people. Besides, there is little evidence that support Maslow's strict hierarchy and the fact that people satisfy only one motivation need at a time; hierarchy does not always reflect reality (Papaleontiou–Louca et al., 2022).

The satisfaction progression hypothesis; that an employee is motivated to progress to higher level need after satisfying the needs at lower level has received little support. This is because, several needs can be satisfied at the same time, and unsatisfied need can result to frustration- regression tendency where one may seek further satisfaction of a lower-level need if the fulfillment of the higher-level need is not achieved, as opposed to satisfaction- progression tendency. Lastly, a secondary need according to Maslow's theory might be the primary need according to some people. For instance, a person's need of feeling welcomed and accepted in a group may be more important than the availability of food which Maslow classifies as secondary and primary needs respectively (Putri et al., 2024). These weaknesses notwithstanding, this theory can guide principals for better motivational practices since it offers valuable insights for improving efficiency and effectiveness in education. Therefore, it

fits well in this study because the researcher was interested to treat the concept of principals' leadership practices that stem from management of human resources and how these practices influence teachers' self-efficacy.

1.9.1.3 Applications of Maslow's Theory of Motivation

This theory is one of the backbone theories in management as its ideas cut across different sectors. For this reason, this theory fits very well in education sector since its principles enhance human resource. For instance, understanding where every teacher is on the hierarchy of needs can help the principal meet their needs so as to be more motivated at the work place. Principals can therefore satisfy physiological needs by providing employees with a reasonable basic salary and favourable working conditions (Shikalepo, 2020). Similarly, teachers need a secure working environment where their safety is prioritized and where they can work without fear. When these safety needs are not met, they work under fear of their security and this can thwart their productivity and lead to turnover in some cases. School principals can satisfy safety needs by providing safe working conditions, fair rules, as well as job security.

Besides the above, the third level proposes that each employee desires to be loved, to be associated with, to belong to a group, and feel appreciated, approved and wanted. As educational leaders work to enhance morale in their schools, one of the aspects that may come into play more than any other is the social needs of teachers (Anderson et al., 2023). If social needs are not satisfied, employees feel isolated, and disengage themselves from other employees. Such isolation jeopardizes productivity. Principals can satisfy social needs of their teachers by providing opportunities for teamwork, encouraging group discussions, developing their profession, as well as providing good mentorship possibilities to them.

Moreover, it is necessary that the school principals consider the self-esteem needs. These include the need to have status, be respected, as well as the need to be given the

opportunity to demonstrate competence in various areas especially problem solving, negotiation, or any related issue. Principals can use this theory that guides them on how to meet the esteem needs of the teachers so that they will not feel deprived of the respect and authority they deserve. This can be met by delegating some duties, involving teachers in planning and development agenda of the school, among other roles. When this is not addressed, it can lead to feelings of humiliation which has adverse effects on employees' motivation, impeding them to move to the next level since they feel their competences do not count. Principals can use the ideas in this theory to satisfy esteem needs through employee recognition, award programmes as well as promotions.

Lastly, the employees need to be able to distinguish themselves from others as dictated by their capacities, competencies and achievements, and be whom they aspired to become in life. This is related to the self-actualization needs. If an employee works in an environment where there are no chances of realizing their potential, they can be demotivated resulting to them opting another working environment where they are able to realize their full potential. As advised by Shikalepo (2020), principals can satisfy self-actualization needs by involving teachers in tasks that capitalize on individual teacher's unique skills in order to stimulate their personal growth and self-development. Therefore, school principals can use this theory to enhance motivation in teachers and eventually self-efficacy by attending to their needs in the different levels. Training and development enhance efficiency. Therefore, professional development opportunities enhance teachers' skills and competencies thereby enabling them to perform their roles more effectively. Since efficiency is necessary also for the school administrators, principals can also embrace leadership development programmes to enhance their leadership skills.

Examining principals' leadership practices on teachers' self-efficacy, the theory provides a valuable framework on how principals can impact teacher motivation and

performance. Maslow emphasizes that individuals require to satisfy their basic needs before progressing to higher levels of motivation, which applies equally to teachers in a school environment. Principals who foster a safe, supportive, and inclusive workplace help meet teachers' lower-level needs such as safety and belonging, thereby creating the conditions for teachers to thrive professionally. Effective leadership practices, such as recognizing teachers' achievements and encouraging professional growth opportunities, align with Maslow's ideas of esteem and self-actualization respectively. When principals adopt leadership strategies that focus on various aspects of human needs, teachers are more likely to feel empowered and capable, leading to greater self-efficacy. Moreover, when teachers feel their emotional and psychological needs are met, their confidence in managing classroom challenges and engaging students effectively improves, ultimately enhancing overall teaching outcomes (Llego, 2022).

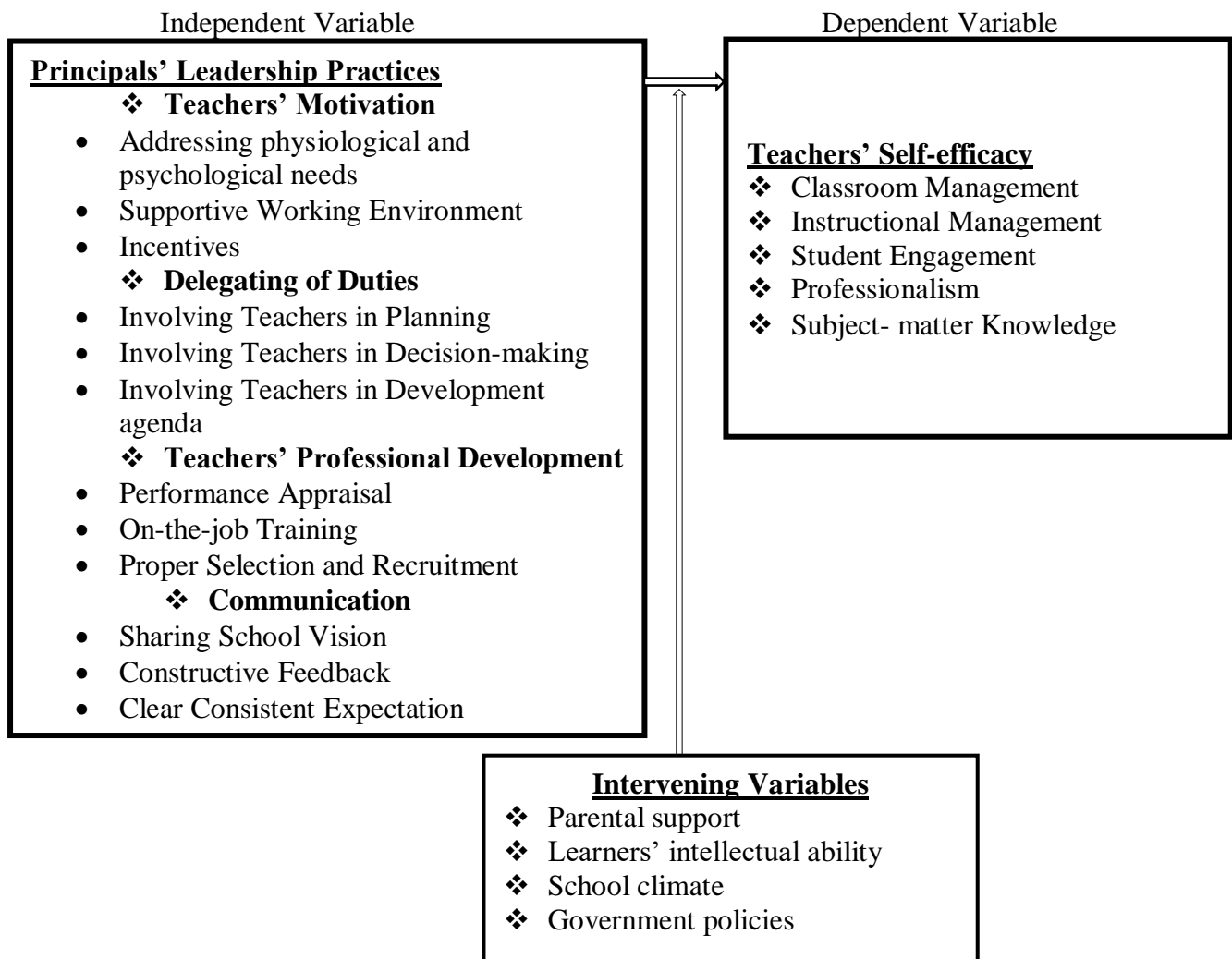
School principals are instrumental in creating enabling work environments for employees to thrive and maximize their potential while in the achievement of the school's goals and objectives. This integration of the needs of the employees with the goals of the organization becomes therefore an imperative for school principals. To this end, the blend of both the intrinsic and extrinsic motivational factors cannot be isolated, as this would lead to producing robust employees capable of higher productivity (Ihensekien & Joel, 2023).

1.10 Conceptual Framework

A conceptual framework refers to a set of broad ideas and principles that a researcher uses to structure a presentation. Kombo and Tromp (2018) explain that a conceptual framework is a research tool that helps the researcher to develop awareness and understanding of the phenomenon under study and to communicate it. It simply presents the hypothetical relationship among variables. The conceptual framework in this study is illustrated in Figure 1.

Figure 1

Principals' Leadership Practices in Enhancing Teachers' Self-efficacy



Source: *Researcher, 2025*

The Conceptual Framework shows the relationship between the independent variable which is the principals' leadership practices; motivation (giving incentives, providing psychological and physiological needs, supportive working environment); professional development (performance appraisal, on- job- training, proper selection and recruitment); delegation of duties (involving the teachers in planning, decision making, and other school related development agenda); as well as communication(sharing the school vision with the teachers, providing constructive feedback to the teachers, and clear consistent expectation).

The dependent variable is teacher self- efficacy which is likely to be manifested in teachers' classroom management abilities, student engagement, instructional management, subject-matter knowledge, and professionalism.

The researcher hypothesized that when principals empower teachers by involving them in decision-making processes, delegating responsibilities, as well as fostering a collaborative environment, teachers are able to engage learners thereby enhancing educational outcomes. Incentives given to teachers will generate morale in them while involvement in decision making process will sharpen teachers' ability and willingness to experiment new practices. On the same note, performance appraisal which involves constructive feedback will help the teachers grow in classroom management.

Instructional management depends on teacher professional development, and for a teacher to develop they must have permission and opportunity to refresh their knowledge, abilities, and skills where the principals play a great role. Similarly, for a teacher to engage the students fully, the teacher should be well motivated. Moreover, when principals clearly articulate expectations and goals for teachers, build clear understanding and ensure consistency, this enhances teachers' understanding of what is expected of them, reducing ambiguity and increasing their confidence in meeting those expectations.

However, there are also other factors that can influence teachers' self-efficacy. For instance, if the parents do not support what is taking place in school, teachers become demotivated. Similarly, government policies play a big role in teachers' self-efficacy. For example, the requirements on implementation of various policies will influence how the principals carry out their leadership practices. At the same time, teachers' attitude towards leadership practices of motivation, delegation of duties, professional development, and communication from principals can also influence their self- efficacy beliefs. If they have a

positive attitude, they will be able to accommodate and assimilate the support given to them while negative attitude will diminish the effect of the support received from principals.

Similarly, the overall climate shaped by principals' leadership practices, influence teachers' perception of their working environment which in turn impact their self-efficacy. Teachers with self-efficacy are more likely to seek out professional development opportunities, engage in reflective practices while also pursuing constant improvement in their teaching methods. Additionally, teacher efficacy beliefs influence their teaching practices, instructional strategies, classroom interactions which in the long run impact on student learning outcomes and academic achievement. Nevertheless, teachers' self-efficacy can also be influenced by a range of external factors beyond the control of the principal such as student demographics, school resources, as well as government policies. While principals may play a role in creating supportive environments, they may not have sole responsibility for shaping teachers' beliefs in their own capabilities.

1.11 Operational Definition of Key Terms

Communication: Refers to the strategy used by principals to foster collaborative environment among teachers so as to boost their self and collective belief in their ability to positively impact student learning and school success. Such practices include sharing school vision, giving teachers constructive feedback, as well as passing clear and consistent expectations.

Delegation of Duties: This is a strategy of school principals' power sharing with the teachers. In this study, it is indicated by involving teachers in planning, decision-making regarding school matters, as well as in school development agenda.

Principals' Leadership Practices: Refer to behaviours, actions, and strategies employed by school principals that include; delegation of duties, teacher motivation, teacher professional development, and communication.

Teacher Motivation: The strategies that the principal uses to maintain the teachers' enthusiasm and enable them experience greater impact and stimulation so as to work at the best of their abilities. These strategies include; addressing physical and psychological needs of the teachers, supportive working environment, providing non- monetary incentives.

Teachers' Professional Development: These are enhancement opportunities provided by school principals to augment the professional competencies for the teachers. These include; performance appraisal, on- the-job- training, and proper selection and recruitment of teachers.

Teachers' self- efficacy: Has been used to mean teachers' belief in their ability to influence learners through their teaching profession, which is likely to be manifested in teachers' classroom management abilities, student engagement, and instructional management.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents related literature as per the guiding research objectives. The empirical studies focused on principals' leadership practices of delegation, teacher motivation, teacher professional development, as well as communication, and their influence on teachers' self-efficacy.

2.2 Influence of Principals' Motivation on Teachers' Self- efficacy

Motivation is a way of maintaining people's enthusiasm so as to achieve greater impact by engaging a required level of energy and commitment. It is a force that moves people to act in a way so as to meet human needs at a time (Oriri, 2016), a force that arouses, directs, and sustains goal-oriented behaviour ((Schunk et al., 2025). At the organizational level, motivation is a planned managerial process which stimulates people to work to the best of their abilities by providing them with motives to move them to meet their unfulfilled needs. This enables them to act willingly and efficiently towards the achievement of the organizational goals (Yalçınkaya et al., 2021; Indahingwati et al., 2019). This idea corresponds to that of Maslow who asserts that people are moved to satisfy their unfulfilled needs (Putri et al., 2024). In the education field, teacher motivation is of paramount importance, for teachers have a duty to provide learners with knowledge, skills and experiences necessary for life (Yalçınkaya et al., 2021). To this end, it is necessary to meet teachers' physiological, psychological, social, and esteem needs since it contributes to their motivation.

Various studies have shed a lot of light on the state of affairs regarding teacher motivation. In USA, a study was carried out by Parr et al. (2021) titled "Why I teach?" The researchers employed a mixed-methods approach, combining quantitative surveys and qualitative interviews to explore the motivations, instructional practices, and emotional

experiences of in-service teachers. The study involved a sample size of 242 in-service teachers and the instruments used included structured surveys to gather quantitative data and semi-structured interviews for qualitative data. The surveys measured aspects such as teachers' motivations and their use of autonomy-supportive instructional practices, while the interviews provided deeper context and personal experiences related to these themes. The findings revealed that teachers are primarily motivated by intrinsic factors such as a passion for teaching and a desire to make a difference in students' lives. Additionally, the study found that teachers who employed autonomy-supportive instructional practices experienced more positive emotions and job satisfaction compared to those who did not. The study recommended motivation to teachers as an imperative for good educational outcomes.

Though the study provided results, study sample included teachers only. The current study addressed this gap by also sampling principals and deputy principals since they are primary in providing opportunities for motivation. Geographically, the study was carried out in USA where the educational system is different from the Kenyan system. This study was carried out in Kenya to take care of the contextual gap.

In Europe Szabó et al. (2022) conducted a study with the title "Facing the Inevitable: The effects of Coronavirus Disease Pandemic and Online Teaching on Teachers' Self-Efficacy, Workload and Job Satisfaction". It explored the impact of the COVID-19 pandemic and the shift to online teaching on teachers' self-efficacy, workload, and job satisfaction. The study was conducted using a sample of 769 teachers, who completed the online versions of the Norwegian Teacher Self-Efficacy Scale and the Relative Self-Efficacy Scale. The Norwegian Teacher Self-Efficacy Scale measures teachers' confidence in their ability to manage classroom tasks, while the Relative Self-efficacy Scale assesses teachers perceived competence in comparison to their peers. The findings indicated a significant positive correlation between job satisfaction and self-efficacy, as well as between job satisfaction and

the sense of competency. The study further revealed that teachers with more experience in online teaching had higher levels of self-efficacy, which in turn predicted greater job satisfaction. The study suggested introduction of ICT tools and on-line teaching methods in teacher training and in-service training so as to enhance teachers' competence. While the reviewed study used teachers as the respondents, this study included principals in the sample since it is on them that teacher motivation is anchored due to their leadership position in the school. Through interview guides, the principals were able to offer in-depth information regarding the practices employed.

In Africa the situation of teachers' self- efficacy is also wanting. Dembélé et al. (2012) carried out a study to explore the challenges facing teacher education and pedagogical practices in Sub-Saharan Africa. The study sought to identify strategies and paths for improving teacher development and instructional methods to enhance educational outcomes in the area. Using thematic synthesis than primary research approach, the authors analyzed various existing studies and reports. The data collection involved reviewing of literature and existing data on teacher education and pedagogical practices across different Sub-Saharan African countries. The research revealed that by the year 2000, there was great progress in accessibility to basic education but there was very low quality in education. Some indicators among them reading, writing, arithmetic and problem-solving, and internal efficiency was dreadfully low.

The same study revealed that various studies including UNESCO's Monitoring Learning Achievement, the "Programme d'analyse des systèmes éducatifs de la Confemen", and the South African Consortium for Monitoring Education Quality, have shown that most students in this part of the world leave primary school with very limited or even no mastery of the basic learning tools. This revelation heightens all the more the need to rethink education in Africa by ensuring that teachers are motivated enough to

offer quality education. The study reveals a geographical gap since it was carried out in Sub-Saharan Africa thereby, there is a need to carry out a study in Westlands Constituency in Kenya. Moreover, the study generally dealt with primary schools while the current will deal with public secondary schools, this is to address the contextual gap. Additionally, primary data was collected from principals, their deputies, and the teachers to address the methodological gap.

In East Africa, the need for teacher motivation is also a pressing subject. In Tanzania for instance, a study was conducted by Juma and Stonier (2023). This was to respond to teacher absenteeism which was seen to counter their effectiveness as well as learning outcomes. The study was guided by Maslow's theory of hierarchy of needs as well as Self-Determination Theory. Qualitative case study design was employed and sample size of 10 participants which comprised of 8 teachers and two head teachers was used. Interviews, focus group discussions, as well as review of literature was used. The study exposed that teacher absenteeism and poor outcomes can be resolved by providing extrinsic motivation such as financial incentive coupled with intrinsic motivation. On the same note, the researchers recommended the government to prioritize teacher motivation guided by Maslow's hierarchy of needs who proposed that people are essentially driven to satisfy their needs since there is always something that someone is trying to fulfil (Putri et al., 2024). Nevertheless, the study employed solely the qualitative method, this study addressed this methodological gap by applying mixed method which allowed larger sample size thereby facilitating generalization of the findings.

In Kenya, various studies have recorded similar findings. Study done in Machakos County to assess the influence of principals' provision of motivational strategies on teacher productivity in public secondary schools by Gari et al. (2023) indicated that principals' motivation strategies form a strong base for teacher productivity. The study used Human

Relations Theory and Theory of Educational Productivity, and was conducted using mixed method and the descriptive correlational designs with concurrent triangulation model. The sample size was 518; 433 teachers that were stratified randomly selected, 29 principals stratified randomly selected, 18 MoE officers purposively sampled and 9 TSC Human Resource Officers (HROs) purposively sampled. Findings established that principals were not using motivation strategies meaningfully and professional development was also not functional in the schools. The study recommended provision of motivational strategies so as to enhance better teacher productivity in schools. Though the reviewed study was similar to the present, the location of the study was different thereby the geographical gap which was addressed by this study by conducting it in Westlands Constituency.

A different study was also carried out in Kamukunji Sub- County, Nairobi County by Manundu (2023) to investigate the influence of institutional motivational practices on teacher retention in public secondary schools. The study was guided by Two Factor Theory, and used descriptive research design. Census sampling and proportionate stratified sampling techniques were used to select 7 principals and 67 teachers respectively and data was collected using questionnaires. The study concluded that teachers were motivated to remain in their profession because reward systems contributed positively to their professional development. Among the recommendations done by the study are that school management ought to assess the reward practices already existing and implement corrective and preventive measures aimed at minimizing the turnover of teachers. Another recommendation was that the school administration should make an attempt to allocate responsibility roles to teachers as early as possible and allow them gain the required experience since these are effective practices to enhance teacher motivation. The study applied Herzberg's Two Factor Theory while this applied Maslows' Theory to address the theoretical gap. Moreover, the reviewed

study dealt with teacher retention in secondary schools while this study dealt with teachers' self-efficacy.

Literature has confirmed the need to motivate teachers highlighting such factors like school climate (Hyseni & Hoxha, 2021), varied motivation strategies such as accommodations, salary increment, capacity building (Lamaro & Akello 2023), and principals' provision of adequate teaching and learning resources (Oriri, 2016). Other means include social facilities and community support, attractive salaries, training and development opportunities and decent accommodation (Jiang, 2023), and leadership that gives a level of autonomy to teachers (Liu & Gumah, 2020). To this end, it is essential that school principals enhance teacher motivation using both intrinsic and extrinsic motivation.

2.4 How Principals' Delegating of Duties Enhances Teachers' Self- efficacy

As schools are increasing in complexity due to the increasing nature of their population, collective leadership skills are becoming a need. Hickey et al. (2022) carried out a review of multiple studies at the global level with the aim of examining empirical research on distributed leadership while identifying key trends and gaps in the literature. The study reviewed 39 empirical studies published between 2009 and 2019. The research focused on methodologies used, theoretical constructs, and the frameworks most commonly applied in distributed leadership research. Hickey and others observed that globally leaders are now moving towards power sharing. Countries among them UK, USA, Australia, New Zealand and parts of Europe are advocating this type of leadership, as it is a mitigation to the individualistic approach to leadership that has for many years dominated the leadership that has been viewing leaders as superior to their followers. However, the study highlighted a lack of rigorous research and a need for detailed studies on how distributed leadership impacts policy, teacher wellbeing, female leadership, and the necessary school culture for distributed leadership to thrive. As the study recommended for future research this study was conducted

using primary data to show how school principals' power sharing influences the wellbeing of teachers particularly their self- efficacy.

In Finland, a quantitative study was conducted by Oppi et al. (2022) using a sample of 480 teachers in 16 schools from whom questionnaire was used to collect data. The study was aimed at establishing teachers' readiness for leadership, their perceived distributed leadership, and school culture. The results showed that despite teacher leadership being in the rise, most teachers declined leadership role. Some reasons attached to this were lack of time, poor relationships with peers and/or the administration, school climate and cultural factors, as well as personal characteristics. Moreover, the study revealed that teachers' readiness for leadership is influenced by the school principal since principals can create the conditions that either facilitate or inhibit teacher leadership. The study advised that principals create a leadership environment through distributing leadership functions, engaging teachers in decision making, allowing them to take more responsibilities regarding school development, creating suitable conditions for teacher collaboration, and creating supportive conditions for teachers to take on more responsibilities outside the class. While the study assessed teachers' readiness for leadership and their perceived distributed leadership, this study investigated the influence of principals' leadership practices on TSE. Further, research objectives were reached at using questionnaire only while the present study used both questionnaires and interview guides to yield in-depth data regarding the matter under study. To this end, mixed method was employed.

In Nigeria, Onafowope et al. (2023) conducted a descriptive study to examine the administrative strategies to enhance teachers' commitment in private and public schools. The study was guided by descriptive method of ex-post facto research design. A sample of 414 public and 620 registered private secondary schools was selected. The administrative theory of Henri Fayol was used. The findings of the study revealed that teachers' participation in

decision making and delegation of duties were some of the strategies used by principals to enhance teacher performance and commitment. The study further revealed that there is no significant difference between administrative strategies used by principals in public and private secondary schools to enhance teacher commitment. The study recommended that principals should create an environment that enhances collaborative practice since when such is enhanced in schools, teachers will be committed in their job. The findings of the reviewed study were meant to shed more light on the current study as it investigates on how principals' delegation of duties influence TSE. While the reviewed study used Henry Fayol's theory this study applied Maslow's theory to address the theoretical gap.

Kenya is also characterized by similar phenomena. In Kakamega County, Shikokoti (2023) carried out a study to investigate the influence of principals' management practices on teachers. Descriptive survey design was employed guided by Two Factor Theory. The sample included 64 schools, 64 principals, 300 teachers and 4 TSC officials. The study concluded that principals' management practices influenced teachers' job satisfaction. The recommendations given to principals included involving teachers in decision making on school issues, ensuring professional development of teachers, as well as ensuring that every employee share a certain task towards the success of the school so as to make them feel satisfied in job. The study also recommended the principals to equip themselves with required supervision knowledge and skills that would enhance teachers' job satisfaction. Though carried out in Kenya, the study focused on principals' management practices on teachers' job satisfaction. To address this gap, this study focused precisely on the practice of delegation and how it influences TSE in public secondary schools in Westlands Constituency.

In Nairobi County, study was carried out by Mwele (2022). The study aimed to explore the psychological and social factors associated with deviant behaviour among teachers. The researcher employed mixed methods embedded research designs, targeting

2387 teachers and using standardized questionnaires and interview guides for data collection. A total sample of 385 teachers and 30 principals were selected using stratified and simple random techniques respectively. The study revealed that the level of deviant behaviour among secondary school teachers was above average. Among other results was that the schools have tried to come up with coping strategies such as seeking help from religious leaders, involving teachers in decision making and change leadership style, seeking counseling, motivation, introduction of in-service training as well as appealing the teachers to follow TSC code of ethics. The study recommended TSC to reconsider alternative and more relevant wellness programmes to handle teacher deviance. While the study focuses on what TSC should do, this study addressed this knowledge gap by focusing on influence of principals' practices and how they influence teachers' self- efficacy.

Quality of education is to a greater percentage determined by the level of involvement of teachers. Delegation gives principals time to attend other duties, involve diverse talented teachers, fosters independence, self-confidence and sense of responsibility, and eventually enhances TSE. Acknowledging that TSE has been presented as an area of concern for Kenyan teachers (Odanga & Aloka, 2022), it is therefore critical that the present study addresses how the delegation strategies influence TSE since without principals delegating duties to teachers, the teachers remain demotivated, deviant, and at the position of onlookers which impedes their capacity to contribute meaningfully towards achievement of the teaching and learning goals. This study therefore offered empirical evidence aiming at improving the delegative practice of the principals for the purpose of enhancing TSE which in turn influences achievement of the educational goals.

2.5 Influence of Teachers' Professional Development on Teachers' Self-efficacy

At the global level, governments have heavily invested in professional development programmes but there is still a gap on implementation of the same programmes. In Australia

for instance, case study research was carried out by Patfield et al. (2023) to assess Professional Development (PD) programme implementation and effectiveness. Questionnaires were distributed online to teachers in form of Monkey survey, and interviews were conducted for principals. The results showed that despite the school's effort to remain true to the spirit of the PD, the programme was faced with barriers to effective implementation thereby recommending that greater attention must be given so that schools are able to understand and support successful implementation within and across schools. The study concluded that for PD to be effective, both the design of the programme and the quality of implementation are critical. Rather than continuing to dwell only on key features of a PD design, there is need to consider how such programmes can be implemented across diverse school contexts and how implementation can be evaluated and enhanced so that it is relevant to the teachers as well as students. While the reviewed study sheds a lot of light on this study, it was carried out to assess the professional development programme implementation and effectiveness, the current study will assess how the principals use (Teachers Performance Appraisal and Development) TPAD as a practice towards enhancing TSE thereby closing the knowledge gap.

Using a quantitative study carried out in Indonesia, Amzat et al. (2022) explored the effect of instructional and distributed leadership practiced by principals on teacher professional development and the causal- relation between instructional and distributed leadership. A sample of 430 participants that were stratified sampled answered a survey that covered instructional and distributed leadership and teacher professional development. Results showed that both instructional and distributed leadership have direct effect on teacher professional development. Similarly, results demonstrated direct effect of instructional leadership on distributed leadership. To this end, teacher efficacy is seen as one of the factors

of addressing students' high academic needs with school principals' leadership role being directly related to TSE.

In Malaysia, study was conducted by Khun-Inkeeree et al. (2020) to determine the role of the principal as a supervisor. The study was conducted to examine the relationship between teaching and learning supervision skills and teacher self- efficacy, as well as to examine the influence of teaching and learning supervision dimensions on teaching effectiveness. The respondents were 211 teachers who participated in the teaching and learning supervision process in 13 primary schools and questionnaire was used to collect data. The findings showed that the quality of teaching and learning supervision contributes to increased self- efficacy of teachers and that the dimension of knowledge skills has the greatest impact on teachers' self- efficacy. The study recommended, regular teaching and learning supervision as a means of professional development as key to TSE. Similar sentiments were brought forward by Komariyah et al., (2021) who observed that educational supervision is the principals' effort to coordinate and guide the continuous growth of teachers in schools, both individually and collectively so as to be more effective. A significant gap was that the scholar employed a single method of collecting data which limited in-depth information. This study applied both questionnaire and interview guide for data collection which supplemented each other thereby facilitating better generalizability.

Another study was carried out in Rwanda by Nkundabakura et al. (2024) to establish the improvements made by lower secondary school Mathematics, Physics, Chemistry, and Biology teachers following continuous professional development training in content, pedagogy, using ICT tools, and scripted lessons. The study sampled 652 Mathematics and Science teachers who took both pre- and -post -test. Employing a quasi-experimental design, quantitative data was collected through pre- and -post – test, to measure teachers' performance and conceptual grasp in Mathematics or Science courses. The findings

indicated that overall teachers' performance improved, observing that teacher misconceptions were addressed throughout training. It was also established that some concepts in respective courses need attention in subsequent training. The study recommended that remedial training was necessary for teachers who did not perform well as well as further studies to investigate pedagogical changes as well as technological contribution in STEM education.

The above findings are very significant to this study for instructional management is one key characteristic of teacher self-efficacy. However, the study focused on particular subjects whereas this study sought to look at the overall aspects of TSE; classroom management, student engagement, as well as instructional management. This was in pursuit to close the knowledge gap. Moreover, to address the methodological gap, the study has applied both questionnaire and interview guide so as to facilitate in-depth data collection as well as generalizability. In addition, principals participated in the study since they are the ones that create opportunities for TPAD.

In sub-Saharan Africa, the state of affairs in education is also wanting. Study carried out among public primary school teachers, showed that there were severe deficits in teacher content knowledge, pre- and in service training, quality and quantity of available teaching and learning materials, and attendance (Schotgues, 2022). Besides the study giving very limited details on the said argument, it was also carried out at the primary school level. This study closed these knowledge and contextual gaps by conducting a detailed study in Westlands Constituency- Nairobi County to establish if the same phenomenon is present in public secondary schools.

Further studies in other parts of the world point out to the need of teaching effectiveness. These sentiments were expressed by Sakwa et al. (2023), who assert that teacher support is fundamental in ensuring quality and effective teaching in African schools. Research was carried out in West Africa particularly Nigeria, by Bada et al. (2020) to assess

the extent to which principals' instructional leadership influence teachers' effectiveness. The study asserted that the instructional leadership behaviour improves teachers' classroom instruction, classroom management, as well as classroom climate, thereby increasing the overall teacher effectiveness. They further observed that principals influence teachers' effectiveness by their instructional behaviours among them, protecting instructional time, providing incentives for teachers, promoting professional development, providing incentives for learning, as well as maintaining high visibility. Same idea was posited by Liu and Gumah (2020) who established the influence of principals' feedback as a motivator and explained that feedback enhances self-efficacy. While these are assorted studies, this research sought to establish these findings by conducting an empirical study in Westlands Constituency – Nairobi County.

Just like in many other parts of the world, Kenya also views staff development as a very important element of personnel development. Getecha (2023) notes that, quality professional development leads to salient qualitative outcomes among them creation of positive school culture and citizenship. However, the study noted that most training programmes are not relevant or focused on teachers' learning needs. It is alarming to know that in Kenya, very few teachers had courses that enable them gain new knowledge and skills in the teaching field.

A study carried out by Sakwa et al., (2023) in Mumias East Sub-County sought to establish the influence of principals' social support strategies on teacher performance. The study utilized both qualitative and quantitative data in a mixed research methodology. Data were obtained from a sample that comprised of 1 Sub- County Director of Education (SCDE), 1 Sub-County Quality Assurance and Standards Officer, 7 principals, 237 teachers, and 3730 students, using cross-sectional descriptive study design. Data was gathered through interviews for the principals, QASO and SCDE while questionnaires were used for teachers

and students. Secondary data were also obtained. Findings recorded a positive correlation between in-service training and teacher performance. The study recommended consistent in-service training so that both the novice as well as continuing teachers may be helped to keep abreast with the current pedagogical procedures. The study also recommended a selective guidance and counselling especially for teachers who may be undergoing risky social maladjustments. This reviewed study supports this study and therefore, it was used to investigate the practices applied by principals in Westlands Constituency to support TPAD.

This situation is also being experienced in Nairobi as noted by Kimamo and Gathara (2023). Their study was conducted to establish the gaps between the existing government policies in teaching English language in secondary schools in Kenya and the actual school practices during the implementation of these practices in public secondary schools in Nairobi County. The study adopted a descriptive research design and employed purposive sampling to select 8 Heads of English Department as well as 56 teachers of English from a target population of 480 teachers from 60 schools. The key finding in this study was that all the government policies on teaching of English were not being implemented as required. The study recommended that teachers of English access regular professional development programmes to enhance their teaching and acquire skills to enable them overcome some challenges they are facing during teaching. These study findings correspond to a different study conducted by Njiru (2022) who asserted that nationally, there has been a decline in academic achievement in secondary schools including schools in Nairobi County, and Westlands Constituency in particular.

Kenya endeavours to implement inclusive education. However as noted by Otieno (2023), inadequacy of training for teachers in this field continues to counter its implementation. These findings were recorded in a study conducted in Nairobi to investigate the implementation of the Competency Based Curriculum (CBC) among primary schools.

The study was to investigate the influence of inclusive instructional practices on CBC implementation for early years learners with disabilities who were learning in regular primary schools in Nairobi County. Using the theory of complexity and education, a concurrent embedded design based on the mixed-method approach was employed. A sample of 17 headteachers, 48 teachers, and 2 educational officers were selected. The study established that teachers with high mean scores on instructional material method adaptation also had high mean scores on CBC implementation. Moreover, study showed that teachers with high mean scores on assessment strategies adaptation also had high mean scores on CBC implementation for learners with disabilities. Further results confirmed that schools did not employ alternative instructional methods for adaptation and implementation of CBC for learners with disabilities and lacked alternative instructional material resources for adaptation and implementation of CBC for early years learners with disabilities. Moreover, it was revealed that schools did not employ alternative assessment strategies for adaptation and implementation of CBC for early years learners with disabilities. The study recommended mass training for early years primary school grade teachers in Special Needs Education to enable them employ appropriate instructional and inclusive of learners with disabilities in implementation of CBC.

The above study carries a very significant finding and recommendation since learners with disabilities are found in any level of learning including secondary schools. Nevertheless, the study focused on CBC implementation for early years learners with disability. While the reviewed study provided meaningful information regarding the state of curriculum implementation, the current study focused on the place of the principal in providing professional development so as to enhance the holistic efficiency on teachers thereby addressing the knowledge gap. The reviewed study used Theory of Complexity. To address

the theoretical gap, this study used Maslow's Theory and was carried out in Westlands Constituency in Nairobi County, focusing on secondary school teachers.

Teacher professional development is a salient need as well as an opportunity of teachers to learn more about teaching pedagogies as well as resources so as to improve their teaching practices. In their view, Winn et al. (2021) advised that professional development enhanced teaching practices. Teachers generally perceive that effective professional development programmes have a significant, positive impact on their competencies, self-efficacy, and professional orientation. Nevertheless, they suggest that when they are able to exercise their professional agency in selecting professional development activities, it yields greater benefits and impact on their growth which eventually impact positively on the learners (Boylan et al., 2017).

In the view of the above studies that dwelt on supervision, successful implementation of PD programmes, as well as principals' social support to teachers and how these influence teachers' job performance, this study sought to address this gap by focusing on meeting of the teachers' needs in order to enhance TSE in public secondary schools in Westlands Constituency- Nairobi County.

2.6 Influence of Principals' Communication on Teachers' Self-efficacy

Effective communication by principals plays a pivotal role in fostering a collaborative environment among teachers, thereby boosting their collective belief in their ability to positively impact student learning and school success. Practices such as clarity of vision, supportive feedback mechanisms, inclusive decision-making processes can contribute to the development and sustainability of TSE within secondary school setting.

Systematic study was carried out by Tamadoni et al. (2024) on contextual challenges facing school principals. The study adopted a descriptive quantitative systematic review to analyze 169 related studies between the year 2001- 2020 focusing on the challenges faced by

principals and research-informed coping solutions for such challenges. The study identified 734 contextual challenges; challenges related to principals' roles and actions was 31%, institutional contexts was 24%, socio-cultural contexts was 11%, while stake holders and parents were 3.4% and 5.2% respectively. Further contextual challenges were those related to leading the staff (6%), teachers (7.9%) and finally those concerns about student performance (11.2%). The research recommended the need to modify leadership preparation programmes in a context sensitive manner, active participation of all stakeholders in setting school targets as well as methods for achieving them, and creating a supportive culture that encourages mutual progressive trust between different bodies such as government, local communities and school principals. This involves principals actively engaging in communication to set school targets and methods for achieving them. While this study used quantitative research method, the current study used both qualitative and quantitative so as to ensure that in-depth information has been garnered to enrich the findings. Additionally, the above studies have expounded on the challenges faced by the school principals however, this study has sought to address this gap by identifying how principal communication practices influence the efficiency of the teachers in public secondary schools.

Winn et al. (2021) conducted a study in the USA to examine the relationship between principals' leadership practices and teachers' efficacy. Using a mixed-method study, 144 teacher participants from schools located in an urban school district, responded to a 36-item survey instrument as well as participated in an interview to measure and assess teacher effectiveness and efficacy as well as leadership behaviours of their principals. The results revealed a statistically significant relationship between TSE and principals' leadership behaviours including communication behaviours. The study highlighted that effective communication from principals can positively impact teachers' self-confidence and effectiveness, noting that teachers' knowledge of the vision for the school was important

since it is an essential aspect of forecasting the future and giving a sense of direction for all members of the school community. Similarly, having a strong vision provides teachers with a sense of direction for all members of the school community. While the above study was conducted in the USA, this study was carried out in Westlands Constituency, Nairobi Kenya to close the geographical gap.

While emphasizing the critical role of the principal professional development in enhancing school performance in the USA, study was conducted by Steinberg and Yang (2022) to assess if professional development improves schooling outcomes. The study used Pennsylvania's Inspired Leadership (PIL) induction programme. The programme required that new principals undergo targeted professional development aligned with state leadership standards. Using panel data and various analytical strategies, the study found out that PIL induction improved student Mathematics achievement by enhancing teacher effectiveness, especially in economically disadvantaged urban schools. The study revealed that the impact was strongest when principals were able to complete the programme within their first two years. Additionally, teacher turn-over decreased post-induction. The study highlights that effective communication skills and leadership by principals, fostered through such development programmes, positively influence TSE and student achievement, particularly in economically disadvantaged urban schools. Further, it showed the need for structured and context-sensitive induction programmes to address the varying challenges faced by school principals. This study was conducted in a geographically different area with a different educational system. Though the findings may shed light on the current study, the researcher closed the contextual gap by carrying this study in Westlands Constituency in Nairobi, Kenya.

In Indonesia, Simatupang et al. (2024) carried out a literature review examining communication strategies of school principals for effective school management, emphasizing

the critical role of school principals. The findings show that education is fundamental for individual and societal development, yet there is a gap between community expectations and expert evaluations of educational quality. The study observes that principals are pivotal in addressing these challenges through clear educational objectives, structured learning approaches, and inclusive stakeholder engagement. Effective communication is essential for organizational coherence and achieving educational goals. The review advocates for customized communication strategies by school principals to enhance management effectiveness, contributing to the discourse on education leadership and management practices in Indonesia. While this study focused on the place of communication for effective management of schools, the researcher in the current study focused on how principals' communication enhances TSE which in turn enhances school success.

A separate study was conducted in Indonesia by Ubaidillah et al. (2024) which aimed at determining school communication planning in improving teacher performance. The study used a qualitative approach with a multi-case design. Data was collected using in-depth interviews, participant observation, and documentation. Data were analysed using Miles Huberman model of data presentation, data condensation, and conclusion drawing. The results showed that communication planning will improve teacher performance if it is carried out at the beginning of each year. Other means include incidental and routine planning, problem-solving, one-way and two-way communication, individual, group coaching, and internal school meetings- both formal and informal were among the recommended strategies. As such, principals were seen as instrumental in establishing good communication so as to create a conducive work climate, effective work mechanisms, and involve all related elements in the school.

Research was conducted in Turkey by Ozeren et al. (2020) to investigate the relationship between teachers' perception of school principals' motivating language and

teachers' self- efficacy mediated by cultural context. A survey method was applied with 252 teachers who were selected through convenience sampling. Motivating language theory was employed since it provides a model that helps to understand how the language, precisely the speech acts used by school principals have an impact on TSE. The results showed that the principals' use of motivating language was significantly and positively associated with TSE while the low- context culture was found to have full mediating effect in this relationship. This study focused on verbal language while the current one focuses on other elements of communication; namely sharing school vision, constructive feedback, and expressing clear consistent expectations.

In Germany, Meyer et al. (2022), conducted research to investigate the relationship between principal leadership and teacher collaboration while investigating the mediating effect of teachers' collective efficacy. Data was collected from 630 teachers in 29 primary schools. The results showed that principals considered themselves as school administrators than school leaders who should foster school improvement thereby using only a small amount of their time for school improvement. However, the principals expressed high need for their professional development so as to enhance their leadership skills. The study suggested that principals need specific skills so as to be able to engage more in instructional and staff development. This study underscores the importance of communication practices as a critical skill for principals. By effectively communicating, principals can enhance teacher collaboration and boost teachers' collective efficacy, leading to more collaborative and effective educational environment. This study focused on primary school principals' communication skills without showing how such skills will influence TSE. In this study therefore the researcher addressed this gap by researching on how principals' communication, influence TSE in public secondary schools in Westlands Constituency in Nairobi County,

Kenya. Additionally, while the study employed no theory, this research applied Maslow's theory of hierarchy of needs address the theoretical gap.

Study was also conducted in Nigeria by Bada et al. (2024) to examine the impact of principals' instructional leadership practices on teachers' effectiveness. It surveyed 389 teachers across 18 public secondary schools using Principal Management Rating Scale and the Virgilio Teacher Behaviour Inventory. Results revealed a significant positive association between instructional leadership, such as defining school mission, managing instructional programmes and fostering a positive learning climate, and teachers' effectiveness. The study suggests that stakeholders in education can enhance teachers' effectiveness by focusing on principals' instructional leadership. Moreover, the principals in turn, should prioritize instructional leadership practices related to teaching and learning to improve overall effectiveness. This study underscores the critical role of principals' instructional practices, which are closely tied to effective communication skills. By communicating clearly, providing support, and fostering a collaborative environment, principals can enhance teachers' effectiveness and contribute to higher levels of teachers' efficacy in improving overall educational outcomes. The study strengthened and even clarified the findings of this study.

In other parts of Africa, results of principals' leadership practices were highlighted. Study that aimed at investigating varied challenges that principals face in an attempt to improve secondary schools in Oromia Regional state in Ethiopia was carried out by Keno (2020). Using a qualitative research approach, data were collected using semi- structured interview guides and focus group discussions. The study employed clustering, stratified, random, as well as purposive sampling techniques to select 6 zones of Oromia region, 30 schools, 45 interviewees, and 36 discussants respectively. Data were analyzed using thematic analysis and narrative methods while also paraphrasing the results of the focus groups. The

research identified key issues such as limited stakeholder involvement, inadequate capacity building for principals, low student commitment, and insufficient facilities. While the research observed that these challenges hindered school improvement thereby leaving most schools below the expected performance level, the recommendation was that of enhancing principals' leadership skills, providing necessary resources as well as reorienting stakeholders to support school improvement efforts. Effective communication skills are essential for principals to navigate the challenges highlighted in this study, strengthen their leadership practices, and enhance TSE. While the study was carried out in Ethiopia, which is a different geographical area, the current was conducted in Westlands Constituency thereby addressing the geographical gap. Methodological gap was also addressed by collecting quantitative data using questionnaires which were administered to teachers and deputy principals since the reviewed used qualitative data only.

The situation is no different in the Kenyan context. Employing a descriptive research design, Kiilu et al. (2023) carried out a study to assess the role of principals in improving teacher professional development in public secondary schools in Makueni County. The sample size comprised of 357 respondents- 119 principals and 238 teachers. The data was collected using questionnaire and analyzed using descriptive statistics and presented in tables. The study revealed that principals in Makueni County possessed managerial supervisory competencies; evaluative, interpersonal, motivational, and disciplinary that enabled them to foster collaborative relationships with staff, cultivate a supportive school community, effectively manage human resources, and ensure adherence to MoE guidelines. Despite the above qualities, the study recommended the principals to seek in-service training to boost their skills for effective instructional leadership. The study employed questionnaires only which may not have created the chance for the researcher to get in-depth information that may be useful for generalization. To address this gap, this study has included interviews to

enhance generalization of the study findings. Moreover, this study addressed the scope gap by considering communication as well as delegation as leadership practices that enhance teachers' self- efficacy.

Odhiambo et al. (2023) carried out a study regarding communication in secondary schools. Their study investigated the causes of conflicts between teaching staff and principals in public secondary schools in Rachuonyo South Sub-County, Homabay County, Kenya. The study used a mixed-methods approach, including surveys with 62 participants and in-depth interviews with 4 principals and teachers. The findings revealed that poor communication and competition for limited resources were the primary causes of conflicts, which were work-related. The study recommended training for teachers and principals on effective communication strategies for conflict management and organizing workshops and seminars on professionalism to reduce work-related conflicts. It is evident from the findings that principals occupy an indispensable position in influencing schools since when they have effective communication skills, they can prevent misunderstandings and reduce conflict which will eventually influence the effectiveness of teachers. The study concentrated on conflicts between principals' and teachers and how to address them, however, this study sought to close the contextual gap by investigating how principals' communication influences teachers' self-efficacy. In addition, the study was conducted in Rachuonyo Sub-County which is a different location from this study's location. To address the geographical this gap, this research was conducted in Westlands Constituency.

In Uriri and Nyatike Sub-Counties, Alabu et al. (2020) investigated the influence of principals' conflict management techniques on teacher job satisfaction in selected secondary schools. The study was guided by Herzberg's two- factor- theory while employing descriptive survey design. Stratified simple random sampling was used to obtain a sample of 29 principals and 319 teachers while data was collected using questionnaires from 87

secondary schools. The study observed that school principals spend 24% of their time managing conflicts, thereby wasting a substantial amount of time necessary for other administrative work. The study suggested that this could only be addressed by improving management thereby advising that for school principals to be able to manage schools effectively, there should be a guideline. The study recommended TSC and MoE to have and provide formal guidelines on conflict management techniques apart from seminars and workshops that they hold for school administrators so as to enable them manage conflicts effectively and efficiently. The study used descriptive survey design while this study employed concurrent mixed methods with an approach of concurrent design. Furthermore, the study was conducted in Migori County while this study was conducted in Nairobi County, precisely Westlands Constituency.

To investigate the impact of principals' relationship building skills on the effective administration of secondary schools, Wanjeri et al. (2024) conducted a study in Nairobi County. The study was anchored on Social Exchange Theory. Using descriptive research design, data were collected from principals and teachers using questionnaires and interviews. The findings suggest that principals' relationship building skills significantly contribute to the overall effectiveness of school administration, including resource management, continuous school improvement, and decision making. The study concluded that for successful school leadership and management, it is important to nurture interpersonal relationships, foster collaboration, as well as build trust among stakeholders. While Social Exchange Theory was used in the study, the researcher has employed Maslow's Theory to address the theoretical gap. The researcher also addressed the methodological gap by using concurrent mixed design.

A different study was conducted in Nairobi by Huma, et al. (2023). This study investigated the relationship between visionary leadership and the implementation of change management strategies in private secondary schools in Nairobi County. The research aimed to

clarify and test how visionary leadership influences organizational change. Data was collected from 513 respondents, including principals, teachers, and school administrators, using questionnaires and interview guides. The study employed both probability and non-probability sampling methods. The findings indicate that visionary leadership positively impacts the implementation of change management strategies in these schools. The study recommended that top management should encourage employee participation and input in creative process. The study provides valuable insights into the role of visionary leadership in implementing change management strategies in private secondary schools showing that the critical role of communication as a management strategy is needed throughout the process. The study was conducted in private secondary schools while this study was conducted in public secondary schools so as to fill the contextual gap.

Study by Kiso et al. (2023) examines the impact of change management strategies, specifically communication and leadership strategies, on the performance of public secondary schools in the Makadara Sub-County in Nairobi County. Targeting 15 public secondary schools, the study focused on a population of 195 school principals, senior teachers, and Board of Management members, with a 20% sample size resulting in 60 respondents. Data was collected using structured questionnaires. The findings revealed that both leadership and communication strategies significantly influenced and improved school performance, establishing a statistically significant relationship between these strategies and performance enhancement. Though the study was carried out in Makadara, it reflects one of the indicators of effective leadership practice. Therefore, it has been used as a reinforcement to this research.

From the reviewed literature, it is evident that principals are pivotal in pursuit of effective leadership and their capacity to effectively use communication skills, encourages and enhances overall growth of the school in particular the teacher effectiveness. However,

the reviewed literature has focused scantily on how principals' communication practice influence TSE. Therefore, the researcher in this study sought to investigate the influence that principals' communication skills have on teachers in public secondary school in Westlands Constituency.

2.7 Summary of Related Literature and Research Gaps

The current empirical review was drawn from countries where leadership practices have been researched. These are countries found mostly in Asia, Europe, America, with few studies in East-Africa. This study focuses on principals' leadership practices on teachers' self- efficacy in Westlands Constituency. Furthermore, very few studies focused on leadership practices of delegation, motivation, teacher professional development, and communication, and their influence on TSE. This study endeavoured to focus on the four practices as the independent variable.

With regard to research approaches, most reviewed studies used either quantitative or qualitative methods and this has limitations. This study has used concurrent mixed methods design within which the researcher employed both qualitative and quantitative methods giving each equal treatment while both qualitative and quantitative data was obtained and analysed concurrently to facilitate better understanding of research problem (Hirose & Creswell, 2023), thereby facilitate generalizations (Kombo & Tromp, 2018).

Moreover, majority of studies reviewed applied solely questionnaires to collect data among them Kiilu et al. (2023); Khun-Inkeeree et al. (2020); Oppi et al. (2022); Manundu (2023) in their studies which may give limited information. In this study, the researcher included interview guide which helped in triangulation. In addition, some reviewed studies did not use theories to support their findings. This study used Maslow's Theory of Motivation.

Without principals motivating the teachers, the quality of education will remain crippled. As confirmed by related literature, education is held at ransom and its quality jeopardized due to low teacher motivation manifested in teacher absenteeism and low learner performance. Review of literature has attributed this to managerial deficiencies practiced by principals- stressful working conditions for teachers, little recognition of teachers, more workload to teachers, low level of competence, lack of teacher professional development opportunities, among others. This has continued to risk the achievement of educational goals resulting to low academic achievement. Therefore, this study sought to address this gap by presenting empirical evidence on how principals can meaningfully and purposefully use leadership practices of delegation, motivation, teacher professional development, and communication so as to enhance teachers' self- efficacy and thereby address this gaping menace in education in Westlands Constituency, Nairobi County, Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section examines and explains the procedures that were followed while conducting the study. It discusses the research design, location of the study, study population, sample and sampling procedures, research instruments, validity and reliability of quantitative instruments, pilot testing, data collection procedures, and data analysis techniques. The chapter also discusses the ethical considerations.

3.2 Research Design

As described by Creswell (2018), research design is a plan that guides the researcher in the entire research process. The study employed concurrent mixed methods design as it was envisioned to enable the researcher to collect and analyze both quantitative and qualitative data concurrently within the same phase of the research (Hirose & Creswell, 2023). Concurrent mixed method design was appropriate for the current study for it allowed comprehensive understanding of the research problem by triangulating data from different sources, which was appropriate for generalizations (Yohanne & Wasonga, 2023). The researcher applied cross-sectional survey to collect quantitative data while phenomenology was used to collect qualitative data.

3.3 Location of the Study

The research was conducted in public secondary schools in Westlands Constituency, Nairobi County – Kenya. According to information gathered from the Sub-County Director of Education Office, there are 14 public secondary schools in the area (Basic Education Statistical Document, 2020). Westlands is bordered by various constituencies among them, Dagoretti North to the south, Kasarani to the east, Roysambu to the north and Kiambu County to the west. Despite TSE being key in education, Westlands Constituency is among those

areas faced with the phenomenon of low TSE which is compromising the quality of education, with Asava (2021) observing that most instructors are challenged in the implementation of key competencies in teaching, learning and communication, and in their visual communication techniques. Moreover, Wanjeri et al. (2024) advises that without effective leadership, public secondary schools will continue struggling to meet the needs of their students, resulting to poor academic outcomes, low motivation among teachers, and disengagement from parents and community. Therefore, the study location was selected because of the low performance of teachers and therefore necessitating assessing the principals' leadership practices that would be employed to enhance teacher self- efficacy in Westlands Constituency, Nairobi County, Kenya.

3.4 Target Population

Kombo and Tromp (2018) describe a target population as the entire group from which the sample is drawn. In this research, the targeted population for the study was, 14 public secondary schools, 14 principals, 14 deputy principals, and 322 teachers in Westlands Constituency, Nairobi County, Kenya. The study focused on 14 public secondary schools in Westlands Constituency because they represent the full scope of government-run secondary schools in the area. Public schools are subject to same policies, regulations, as well as leadership structures, making them an ideal setting to explore the impact of leadership practices on TSE. Including all 14 public secondary schools ensured that the findings are comprehensive and applicable across the constituency.

Moreover, 14 principals formed the target population because they are the primary leaders of schools and play an indispensable role in setting the mission, vision, and the overall direction of the school. By including 14 principals from public secondary schools in Westlands Constituency, the study ensured that insights into leadership practices and their influence on school effectiveness were gathered from the top management level. The

principals' perspectives are vital in understanding how leadership directly impacts TSE and school performance.

Deputy principals serve as the immediate assistants to principals and are often tasked with specific responsibilities such as discipline, academic affairs, and teacher supervision. They are instrumental in implementing the policies and strategies developed by principals. Including 14 deputy principals in the current study provided a comprehensive view of the dynamics within the school which include the operationalization of the school leadership practices that might influence teacher performance and efficacy.

Teachers are at the frontline in implementing the curriculum and directly engaging the learners. Their experiences, perceptions, and self- efficacy are central to understanding the effectiveness of leadership practices in schools. By targeting 322 teachers, the researcher was able to capture a wide range of experiences and perspectives, ensuring that data collected was representative of the entire teaching personnel in the constituency which is crucial for analyzing how leadership at the school level affects teachers' performance.

It is important to note that this study did not include students or persons with special needs. The focus was strictly on principals, deputy principals, and teachers who are adults and capable of providing informed consent. This ensured that the study adhered to ethical guidelines and respects the rights and well-being of all participants.

3.5 Sample and Sampling Techniques

A sample is a small part of the number of characteristics of the population (Sukmawati et al., 2023), while sampling is the process of selecting a number of individuals from a population to represent the entire population (Adeoye, 2023). The basic aim of sampling is to enable the researcher obtain a representative sample that accurately represents the characteristics of the target population from which it is drawn. The researcher in the current study used both probability and non- probability sampling techniques to acquire a

sample that was representative of the target population in the sampled secondary schools in Westlands Constituency, Nairobi County, Kenya.

3.5.1 Sampling of Schools

According to Mwele (2022), a sample size of 30% and above is enough to generalize the results. Therefore, out of 14 public secondary schools, 5 schools were selected. Stratified sampling was used to classify the schools into four categories: National, Extra-County, County, and Sub-County schools. Within each category, further consideration was made, given the nature of the schools in terms of gender composition (boys' schools, girls' schools, and mixed schools) and school type (day, boarding, or day and boarding). After stratification, a simple random sampling technique was used within each stratum to ensure every school has an equal opportunity for selection.

To select one National school, the researcher listed all the National schools in the study area, ensuring they reflect a mix of gender and boarding status where applicable, and assigned each a unique number. The numbers were placed in a container, and one school was randomly drawn to represent the National schools. The same procedure was applied to select one school from the Extra- County, County, and Sub- County categories. To ensure proportionate representation of the broader characteristics of the school population, the fifth school was selected from the category that had the largest population in the Constituency. In this case, the fifth school was taken from the National schools' category. This approach ensured the sample captures the diversity on the entire school population in terms of school category, gender composition, and boarding status, thereby enhancing the representativeness of the findings.

3.5.2 Sampling of School Principals

The sample size of the school principals corresponded to the number of schools. Since there are 14 principals in this Sub-County, non-probability expert purposive sampling

was used to select 5 principals from the already sampled schools. Principals are the school managers so they were expected to provide valuable data for this study.

3.5.3 Sampling of Deputy Principals

Having 14 deputy principals, 5 of them were sampled since they were in a position to provide comprehensive information regarding school leadership practices and how such might influence teacher performance and efficacy. Therefore, non-probability, expert purposive sampling was used to select 5 deputy principals from the already sampled schools.

3.5.4 Sampling of Teachers

According to the Sub-County Education Office, there are 322 teachers in the 14 public secondary schools in Westlands Constituency. Since the target population was heterogeneous, a stratified sampling technique was used to create male and female strata to ensure proportional representation of teachers from each school. Within each stratum, participants were then selected randomly where out of 322 teachers, 180 were male (56%), and 142 were female (44%). Therefore, 54 male and 44 female teachers were selected, giving a total of 98 teachers who took part in the study. This sample was reliable for the study and also suitable for both qualitative and quantitative studies as suggested by Kombo and Tromp (2018) as well as Selvam (2019), who advise that this percentage gives the researcher the chance to make generalizations from the data since all the groups are well represented.

Table 1

Sample Matrix

Respondents	Target Population	Sample Size	Sampling Technique	Percentage
Schools	14	5	Stratified and Simple Random	35.7%
Principals	14	5	Purposive	35.7%
Deputy principals	14	5	Purposive	35.7%
Teachers	322	98	Stratified and Simple Random	30.4%
Total	350	108		

Further, to ensure representativeness within the sampled respondents, 98 teachers who account for above 30% of 322 were distributed proportionately among the five sampled schools. There were two National schools, one Extra-County, one County, and one Sub-County and the allocation of teachers reflects their respective teacher numbers. Therefore, out of the combined total of 265 teachers in five schools, the proportional distribution yielded 38 teachers from National school A, 33 from National school B, 11 from the Extra-County school, while the County and Sub- County schools each was allocated 10 and 6 teachers respectively. This approach ensured that larger schools contributed more respondents than the smaller schools, thereby preserving the relative size of each school in the sample while keeping the overall total of 98 respondents. The calculation below demonstrates the distribution of the respondents in each school:

$$n_i = \frac{N_i}{\sum_{j=1}^5 N_j} \times n$$

n_i = allocated sample for school i

N_i = number of teachers in school i (only among the five sampled schools)

$\sum_{j=1}^5 N_j$ = total number of teachers in the five sampled schools (265).

n =total sample size (98)

National School A: $n_1 = \frac{103}{265} \times 98 = 38.09$ (38 teachers)

National School B: $n_2 = \frac{89}{265} \times 98 = 32.91$ (33 teachers)

County School: $n_3 = \frac{27}{265} \times 98 = 9.98$ (10 teachers)

Extra – County: $n_4 = \frac{29}{265} \times 98 = 10.72$ (11 teachers)

Sub – County: $n_5 = \frac{17}{265} \times 98 = 6.28$ (6 teachers)

3.6 Data Collection Instruments

For the researcher to be able to collect, measure and analyze data, research instruments were employed. As observed by Nayak and Singh (2021), a research instrument is a tool that a researcher uses to observe, quantify, as well as record data based on the objectives. The current study used the questionnaires and in-depth interview guides to obtain relevant data from the respondents.

3.6.1 Questionnaires for Teachers

Questionnaires are research instruments consisting of a series of designed questions to gather information from respondents (Sharma, 2023). The current study included both closed and open-ended questions that were used to collect data from the teachers since their number was relatively high and therefore, this facilitated gathering data from a large sample. While maintaining the level of the literacy of the anticipated respondents, the questionnaire had five sections named as A, B, C, D, and E, which were developed to address specific research objectives of the study. The first section presented demographic information that included gender and years of teaching experience, while the second enquired information about principals' motivation on teachers' self-efficacy. Section three captured information on influence of principals' delegation practices on TSE while the fourth section focused on influence of teacher professional development on their self- efficacy. The fifth section included information regarding principals' communication practices on TSE.

3.6.2 Questionnaires for Deputy Principals

The questionnaires for the deputy principals included both closed and open-ended questions. Each item in the questionnaire was developed to address specific objective and research question of the study and was divided into five sections named as A, B, C, D, and E, which were developed to address the research objectives of the study. The first section presented demographic information including gender and number of years in the role of a

deputy principal while the second enquired information about principals' motivation on TSE. Section three presented information on principals' delegation practices on TSE while the fourth section focused on influence of teacher professional development on their self-efficacy. The fifth section included information regarding principals' communication practices on TSE.

3.6.3 In-depth Interview Guide for School Principals

The study used in-depth interview guide containing semi-structured questions to enable the researcher gather relevant as well as in-depth information from the principals through direct interaction and further probing (Creswell, 2012). Interview was used to collect qualitative data so as to gather in-depth information about respondents' experiences, opinions, behaviours, or attitudes as advised by Sharma (2023). The interview guide contained sections which were labelled as A, B, C, D, and E. Section one aided the researcher to gather background information about the principal and the school and included the period they have served as principal in the school, number of teachers in the school, number of students, and the mean grades scored in the last five years in the national exam while section two will focused on principals' motivation on TSE. The third and the fourth sections focused on influence of delegation of duties, and professional development on teachers' self-efficacy respectively. Section five focused on principals' communication practices on TSE and the question for further probing was used by the researcher to get further information from the principals' advice to other school leaders on leadership practices leadership that can enhance teachers' self-efficacy in schools.

3.6.4 Validity of Research Instruments

The validity of a research instrument is the extent to which the instrument accurately measures what it is intended to measure. Validity refers to the degree to which the results obtained and data analysed represent the phenomenon under study (Mwele, 2022). This helps

to determine the reliability of the results obtained using the instrument (Middleton, 2023). A tool is valid when it gives enough information on the topic of question, thereby being able to measure what it purports to measure (Zhang & Aryadoust, 2022).

In this study, the researcher ensured content, face, and construct validity before administering the instruments to participants. Content validity sought to establish if the questionnaire's content was measuring what is accurately supposed to measure. This was attained by getting a research expert to review the instrument. In this case, the researcher subjected the instrument to expert review through the educators at Tangaza University as well as the two Supervisors. These helped to assess the content in relation to the area of the study. They also ascertained face validity by reviewing the instruments and providing feedback on the clarity, relevance, and appropriateness of the questions. Based on their responses, the researcher assessed how well the instruments would be suitable to measure the intended constructs. On the same vein, the researcher ensured construct validity by subjecting the instruments to the Supervisors so as to help make theoretical meaning of the concepts.

3.6.5 Pilot Testing

Pilot testing is very crucial to ensure validity and reliability of research tools. Julious (2022) recommends that the sample size for pilot studies is 10% of the projected sample size for the main study since this ensures that the pilot study is manageable while still providing valuable information into the feasibility and reliability of the research design and instruments. To this end, the researcher gave the research instruments to a small representative sample, identical to the actual sample that was used in the study. In this study, 1 principal, 1 deputy principal, and 8 teachers, participated in the pilot study.

The pilot study enlightened the researcher on the gaps and weaknesses of the instruments as well as practical challenges that were likely to arise in the final study which the researcher sought to mitigate. While selecting the participants in the pilot study, the

researcher considered participants who have a clear understanding of their roles within the school since this clarity ensured that they provide meaningful feedback on the research instruments from their unique perspectives. Additionally, the researcher selected participants who were open to critically evaluate the research tools and provide constructive feedback which was crucial for refining the research instruments.

3.6.6 Reliability of Quantitative Instruments

Reliability of any research instrument is its level of internal consistency over time. In this study, Cronbach's alpha was generated by SPSS version 27 to determine how consistently the questionnaire items measure the underlying construct (Hirose & Creswell, 2023). Cronbach's alpha ranges between zero and one, a value of 1 indicates a perfect correlation while a value of 0.7 and above indicates a higher value hence greater agreement between items. In this study, the teachers' questionnaire Cronbach's Alpha was ($\alpha = 0.969$) suggesting that the measurements in the research instruments were consistent and reliable. Similarly, the Cronbach's Alpha value of $\alpha = 0.702$ for the deputy principals' questionnaire suggests a fairly high level of agreement between items. This implied that the measurements were reliable and consistent and therefore the researcher went ahead to administer the instrument to the sample.

3.6.7 Trustworthiness of Qualitative Instruments

Trustworthiness ensures that the findings obtained through the qualitative instruments are credible, transferable, confirmable, and dependable (Selvam, 2019). To achieve this, the researcher established rapport with interviewees through pre-visit interactions which facilitated effective and open communications during interviews. Additionally, the researcher employed peer debriefing to check for potential biases, thereby enhancing credibility of the findings. Triangulation was achieved by conducting follow-up interviews to cross-verify the

data obtained from the principals so as to ensure that the findings are robust and reliable, reflective of different perspectives within the school environment.

3.7 Description of Data Collection Procedures

The researcher sought ethical approval from Tangaza University and the National Commission for Science and Technology and Innovation (NACOSTI), to ensure that the study meets all ethical standards and facilitate data collection in the sampled schools. To enhance quality assurance for data collection, the researcher conducted a pilot testing to ensure the reliability and validity of the data collection instruments.

Data collection comprised administering questionnaires to teachers and deputy principals as well as conducting interviews with the principals in the 5 selected public secondary schools in Westlands Constituency. To ensure protection of participants, this study implemented several key measures. These include obtaining informed consent from all participants, who also received clear and comprehensive information about the study's purpose, procedures, potential risks, and benefits. Participation was entirely voluntary, and the participants had the right to withdraw at any time without facing any negative consequences. Additionally, the study was designed to minimize any potential psychological harm, with carefully phrased questions. To protect confidentiality and anonymity, participants' data were securely stored and anonymized using pseudonyms and codes. The researcher collected data in person which was preceded by the participants signing the consent form. Accordingly, face-to-face interviews with probing section were conducted in a private as well as neutral setting to ensure that the participants feel comfortable and respected. The interviews were transcribed by the researcher to ensure accuracy and trustworthiness of both data collection and analysis. Data was also stored securely to avoid breaching of the confidentiality.

3.8 Description of Data Analysis

Data analysis facilitated bringing order to the data by organizing what had already been collected; as such data was organized into a meaningful pattern according to research objectives. In this study, both quantitative and qualitative data analysis was employed. The quantitative data obtained through the questionnaires was edited, categorized, tallied, and tabulated and keyed in to the SPSS version 27 software and presented in form of numerical descriptive measures of frequency counts and percentages as well as tables. In addition, the formulated null hypotheses were tested using the non-parametric coefficient of correlation, that is, the Spearman's Rho which allowed for the investigation of relationships between variables and inference of their statistical significance as advised by Frey (2021). Given that the research data collected through the questionnaire instrument was largely of ordinal measure, the non-parametric test of the Spearman's rho correlation coefficient was found suitable for the analysis. Spearman's correlation technique can be applied to ordered or ranked data such as that collected in 5-point scale in a questionnaire, to measure the correlation between quantitative variables (Gay et al. 2012). Furthermore, the qualitative data was analyzed using thematic analysis as well as quoting as it is. The results were obtained and the relationship of each variable were interpreted on the basis of key questions.

3.9 Ethical Considerations

Ethics in research focus on the application of ethical standards in the planning, data collection, analysis, dissemination and use of the results. As Kumar (2022) advises, ethics in research is crucial for ensuring integrity of research process as well as protecting the rights and welfare of the participants. In this study, the researcher sought clearance from Tangaza University and NACOSTI so as to facilitate data collection. Additionally, the researcher obtained consent from the participants by explaining the objective and significance of the study and allowing them to exercise their right to participate voluntarily. To this end, each

participant received an introduction letter informing them about the nature and the purpose of the study, and an informed consent form to sign, indicating their voluntary participation in the research. To avoid any psychological harm, the researcher phrased the questions in a manner that they could not disturb the respondents' feelings. Participants were informed that the information they provide would be kept confidential. Anonymity was also ensured by using numbers and pseudonyms to protect the identity of the participants (Mugenda & Mugenda, 2012).

Community considerations are a significant aspect of this research. For this reason, the researcher engaged with principals, deputy principals, and teachers from public secondary schools in Westlands Constituency to ensure their perspectives and insights were adequately represented. The study considered both positive and negative impacts on the community, including potential benefits such as improved leadership practices and teacher self-efficacy, as well as any potential risks. Respect for local cultural norms as well as values were maintained throughout the study, ensuring the community's specific needs and concerns are addressed. The researcher also maintained open communication with the participants sharing the findings to ensure the results are understood and can be utilized for the societal benefit.

Confidentiality was maintained by ensuring that all information provided by the participants is kept confidential, and anonymity upheld by using numbers and pseudonyms. Lastly, all the materials used in the research was acknowledged in the reference section, ensuring proper attribution and recognition of sources.

CHAPTER FOUR

PRESENTATIONS, DISCUSSIONS AND INTERPRETATIONS OF FINDINGS

4.1 Introduction

This chapter covers the presentation, discussions, and interpretation of research findings. The chapter begins by providing the response rate of the study (Section 4.2), followed by an analysis of the demographic information related to teachers, deputy principals, and principals of public secondary schools who formed part of the sample of the study and provided information through the questionnaire data collection tool (Section 4.3). Section 4.4 provides descriptive statistical summaries of findings related to the first objective of the study, that is, influence of principals' motivation on teachers' self-efficacy, while Section 4.5 focuses on summary of findings targeting the second objective of the study stated as, assessing the extent to which principals' delegation of duties enhances teachers' self-efficacy.

The summary findings relating to the third and fourth objectives of the study, namely; to investigate how principals' provision of teachers' professional development influences teachers' self-efficacy and to examine how principals' communication influences teachers' self-efficacy in public secondary schools in Westlands Constituency- Nairobi County, are presented in Sections 4.6 and 4.7 respectively.

4.2 The Response Rate of the Study Participants

Three categories of people comprising of teachers, deputy principals, and principals of public secondary schools in Westlands Constituency of Nairobi County, comprised of the target population from which the sample of study was drawn. Table 2 provides a summary of the response rate relating to each of the categories of the samples from which quantitative (questionnaire-based) and qualitative (interview-based and open-ended questions in the questionnaire) data was collected.

Table 2***Response Rate of the Study Participants***

Population Description	Population Size	Target Sample Size	Responding Sample	Response Rate
Teachers	322	98	84	87%
Deputy Principals	14	5	4	80%
Principals	14	5	4	80%

From Table 2, it can be observed that for almost all the categories of the target sample of research, a response rate of over 80% and above was achieved. In particular, 86.7% of teachers' response rate was achieved while that of the principals and deputy principals was 80% each. The responding sample was deemed reliable for the study and also suitable for both qualitative and quantitative studies as suggested by Kombo and Tromp (2018) as well as Selvam (2019) who advise that responding samples in such a range gives the researcher the chance to make generalizations from the data since all the groups are well represented, with Kerridge (2024) asserting that achieving high rate of response ensures validity and reliability.

The study recorded a high response rate of over 80% across all categories. The researcher attributes this to the fact that the study's focus on principals' leadership practices and teachers' self-efficacy was directly relevant to the professional roles of the participants and this may have motivated them to take part. Additionally, the researcher served the principals' office with the formal permission from the Sub-County Office of Education, and in their part, the principals granted formal permission which enhanced the legitimacy and encouraged cooperation. Moreover, the researcher engaged directly in administering and following up on the questionnaires through the deputy principals who carried the task to the full.

4.3 Demographic Information of Research Participants

This section presents the demographic characteristics of the respondents who participated in the study. The demographic information was important in capturing data whose insights could be linked to the differences based on gender, years of working experience, and even specific job category. In addition, the demographic characteristics could have an insightful value in the discussions of the findings as well as for the generalization of the results.

4.3.1 Gender Distribution of Research Participants

The research sought to determine the gender distribution of the research participants in the responding sample. Table 3 describes the summary of findings from the study.

Table 3

Gender Distribution of Research Participants

	Teachers		Deputy Principals		Principals	
	f	%	f	%	f	%
Male	50	60%	0	0%	2	50%
Female	34	40%	4	100%	2	50%
Total	84	100%	4	100%	4	100%

According to Table 5, the four deputy principals who supplied data were all female (100%) and 50 out of 84 teachers, or 60% of the respondents that took part in the study, were male. The study included four principals, two of whom were (50%) female and two of whom were (50%) male. As a result, the research had a rather excellent gender distribution, capturing gender-specific or gender-based traits that might have an instructive impact on the research's conclusions.

4.3.2 Years of Teaching Experience

The participants' distribution of teaching experience can provide important insights into how years of service may affect principals' leadership practices and teachers' self-efficacy. Table 4 has the summary of the distribution of teaching experience for the research participant:

Table 4
Years of Teaching Experience

	Teachers		D/principals		Principals	
	f	%	f	%	f	%
1 - 5 years	20	24%	3	75%	0	0%
6 - 10 years	29	35%	1	25%	2	50%
11 - 15 years	12	14%	0	0%	0	0%
16 - 20 years	5	6%	0	0%	2	50%
21 years and above	18	21%	0	0%	0	0%
Total	84	100%	4	100%	4	100%

From the above table, 35% percent of the 84 teachers had 6–10 years of experience, compared to 24% who had 1–5 years. Furthermore, 21% of educators had more than 21 years of experience. Those with 11–15 years of teaching experience (14%) are probably fairly confident in their ability to manage the classroom and implement instructional tactics. They can still ask the school administration for approval and assistance, though. Because of their prolonged exposure, teachers with over 20 years of experience (21%) may also exhibit higher levels of self-efficacy, which makes them more independent and less reliant on outside validation.

Additionally, according to the distribution, 75% of the deputy principals have between 1 and 5 years of teaching experience, which may imply that they lack sufficient leadership expertise. These deficiencies can affect their confidence in their ability to make decisions and assign tasks, making them more dependent on senior leadership's direction. However, the two principals in the 6–10 making a (50%), and 50%, of the principals in 16–20-year ranges, probably have more experience in leadership techniques that have been

cultivated via consistent involvement with staff training, curriculum management, and school improvement tactics. They may be more effective leaders as a result of their experience, which could affect how they advise and assist teachers. According to research, a teacher's self-efficacy is significantly shaped by their teaching experience. Hafner (2024) found that teaching experience significantly predicted teachers' self-efficacy, precisely in classroom management as well as instructional strategies, while Mishal et al. (2024) reported a positive correlation between years of teaching experience and TSE, especially in classroom management.

4.4 Influence of Principals' Motivation on Teachers' Self- efficacy

The first objective of the study sought to find out the influence of principals' motivation on teachers' self-efficacy in Westlands Constituency of Nairobi County, Kenya. The deputy principals and teachers were requested to choose the response that best represented their opinions on the listed leadership practices geared towards motivation, on a five-point scale. The scores of the scale are: Strongly Disagree (SD) = 1 Disagree (D) = 2 Neutral(N) =3 Agree (A) =4 and Strongly Agree (SA) =5. The findings are presented in Table 5.

Table 5***Deputy Principals' and Teachers' Rating of Principals' Motivational Practices on Teachers' Self-efficacy***

No.	Statement	SD		D		N		A		SA	
		f	%	f	%	f	%	f	%	f	%
Teachers (n = 84)											
	My principal facilitates access to professional development opportunities	3	4%	0	0%	11	13%	40	48%	30	36%
	My principal recognizes and rewards teachers' efforts and achievements	3	4%	3	4%	15	18%	31	37%	32	38%
	My principal provides supportive leadership that enhances my motivation and confidence	2	2%	6	7%	14	17%	35	42%	27	32%
	My principal grants me autonomy in making instructional decisions	3	4%	5	6%	18	21%	35	42%	23	27%
	My principal fosters a positive school climate that enhances teacher motivation	2	2%	4	5%	18	21%	31	37%	29	35%
	My principal ensures job security through fair and transparent policies	2	2%	3	4%	16	19%	32	38%	31	37%
Deputy principals (n = 4)											
	My principal facilitates access to professional development opportunities	0	0%	0	0%	0	0%	0	0%	4	100%
	My principal recognizes and rewards teachers' efforts and achievements	0	0%	0	0%	0	0%	0	0%	4	100%
	My principal provides supportive leadership that enhances my motivation and confidence	0	0%	0	0%	0	0%	1	25%	3	75%
	My principal grants me autonomy in making instructional decisions	0	0%	0	0%	0	0%	2	50%	2	50%
	My principal fosters a positive school climate that enhances teacher motivation	0	0%	0	0%	0	0%	0	0%	4	100%
	My principal ensures job security through fair and transparent policies	0	0%	0	0%	0	0%	0	0%	4	100%

The data from Table 7 indicate that both teachers and deputy principals perceive principals' motivational practices very positively. Majority of the respondents agreed (48%)

or strongly agreed (36%) that principals facilitate professional development, while 37% and 38% respectively, agreed and strongly agreed that principals recognize and reward teachers' efforts. Teachers also felt that their principals provide supportive leadership with 42% agreeing and 32% strongly agreeing. Moreover, principals were seen to foster positive school climate, which was noted by 37% and 35% of teachers who agreed and strongly agreed respectively. Further, teachers expressed that their principals ensure job security, and grant autonomy. These findings are consistent with recent Kenyan research among them that carried out by Maitha et al. (2025) who found out that in public secondary schools in Kangundo Sub-County, working conditions including training opportunities, recognition, and school environment were significant predictors of teacher motivation as well as job satisfaction. Similarly, Kigosi et al. (2023) report that in Vihiga County, motivation strength among teachers was higher when heads of schools publicly recognized teachers, facilitated in-service courses, supported them, and attended to their instructional needs. These resonate with the elements of recognition, support, development opportunities and autonomy already acknowledged by respondents in this study.

Deputy principals' responses further reinforce the emphasis that these leadership practices are not only perceived broadly but also internalized by leadership support structures. From the table, 100% of deputy principals strongly agreed that their principals facilitate their access to professional development opportunities, recognizes and rewards teachers' efforts, fosters positive school climate, ensures job security through fair and transparent policies. Further, 75% of the deputy principals strongly agreed that their principal provides supportive leadership. This reflects the findings of the recent study in Masinga Sub-County, Kenya by Nzivo et al. (2025), which examined teacher motivation's influence on academic performance where they found out that motivational factors such as recognition, favourable leadership behaviour, and growth opportunities had measurable effect in academic

outcomes in public secondary schools. These findings are consistent with Ngugi et al. (2025) who conducted a study in Githunguri Sub-County and established that principals' leadership practices significantly enhanced teacher motivation as well as job performance. Similarly, Okello and Waswa (2024) demonstrated that employee recognition strongly predicted teacher performance in Busia County, accounting for 77% of the variance, thereby confirming that recognition and empowerment are critical in improving teacher outcomes. These findings confirm the sentiments of Hyseni and Hoxha (2021) who advised that school principals should make conscious effort to influence the followers positively so as to aspire them to surpass their self-interests.

In the open-ended sections, asked ways in which principals' support has influenced their motivation and job satisfaction, teachers expressed that principals' support has positively influenced their motivation as well as job satisfaction. One of the teachers expressed: "Through my principal's encouragement concerning professional growth and constant engagement by my principal, I feel like I am on top of my job and I know what to do, my principal has influenced my output to a higher level". Most of the teachers expressed that they are motivated by the positive environment created by their principals. One of the deputy principals had this to say: "I feel very motivated for my principal always gives us an environment to perform our best in classroom and in life. Adequate teaching and learning resources enhance my effective implementation of the curriculum". Other teachers expressed that provision of teaching and learning resources, professional development opportunities, constructive feedback as well as encouragement motivated them and gave them job satisfaction.

Similarly, teachers noted that timely access to materials, opportunities to attend workshops and seminars, and rewards for recognition enhanced their confidence and efficiency in their work. Nevertheless, some teachers expressed dissatisfaction, citing

obstacles such as discrimination, lack of listening to teachers' opinions, and minimal efforts by principals in motivating staff. The negative experiences highlight that while support from principals can significantly enhance job satisfaction as well as self-efficacy, its absence or inconsistency can be counterproductive.

These findings resonate with Rodrigue (2020), who cited that teachers' performance in the school can positively or negatively be influenced by the school principals' leadership practices. Similarly, this introspective evidence resonates with Zhao and Tahir (2024), who demonstrated that principals employing instructional as well as distributed leadership styles foster job satisfaction through mechanisms like rewards, motivation, and perceived effectiveness. In addition, Lingmin et al. (2024) found that transformational leadership in rural schools in China positively influenced teacher job satisfaction, whereas passive-avoidant leadership weakened it. Accordingly, across global contexts, principal support especially through recognition, encouragement, resource availability, and visionary leadership- consistently reinforces teachers' morale and professional well-being, while its absence can lead to dissatisfaction and reduced motivation.

In connection to this, teachers were asked to give their views on how their motivation as well as SE could be improved in schools. They cited that both extrinsic and intrinsic strategies were necessary as was also noted by Juma and Stonier (2023) who conducted study in Tanzania and mentioned monetary incentives and allowances for extra duties as extrinsic motivators. Teachers also emphasized on the importance of awards, promotions, as well as recognition of achievements such as good performance in examinations. Other recommendations included funding for motivational trips, welfare programmes, and improved living standards, all of which were considered to contribute to the morale and sense of value to the teachers.

On the same vein, the deputy principals emphasized that the most effective motivational practices that enhance TSE included effective communication and constructive feedback, as they guide and affirm teachers in their roles. They also observed that close supervision ensures accountability as well as professional growth while motivating teachers and fostering a positive school climate remain very key for boosting teachers' confidence, morale, and overall effectiveness in teaching. One deputy principal expressed:

Teachers need both extrinsic and intrinsic motivation. The principal is the central propellor of this practice. Some ways of ensuring this is by providing constructive feedback to teachers, and affirming them. We feel confident and motivated when our principals create a homely school climate where we can feel safe and secure, this motivates us (Deputy D, 25/ 3 /2025).

While citing intrinsic motivation, teachers expressed the need for respectful treatment, constructive and timely feedback, autonomy in decision-making, and creation of a positive working environment where their voices are heard. Essentially, teachers felt that consistent recognition, supportive leadership, and equitable opportunities for growth and participation are key to promoting motivation and solidifying their belief in their ability to positively impact on student learning. The results of this study compare with those that were carried out in USA by Parr et al. (2021) regarding teacher motivation who recommended that motivation to teachers is imperative for good educational outcomes since it arouses positive emotions and job satisfaction. Additionally, Manundu (2023) who carried a study in Kamukunji Sub-County in Nairobi County to investigate the influence of institutional motivational practices on teacher retention, concluded that teachers are motivated to remain in their profession because reward system contributed positively to their professional development.

On the same note, principals cited that teacher motivation is a product of strong, exemplary leadership combined with meaningful recognition, shared vision, collaboration,

positive school culture, and clear direction. Emphasizing on the same, they noted that motivation in school is largely influenced by effective leadership practices, particularly through role modelling and leading by example. They stressed that when principals demonstrate commitment by being punctual, attending lessons on time, and showing self-belief, they inspire teachers to adopt similar attitudes and build confidence in their own abilities. This can be confirmed from the remarks made by a principal who commented on effective leadership practices:

Principals must have interest in what they are doing, they should work without waiting for supervision from Teachers Service Commission. They should set good example to teachers for instance, avoiding absenteeism, they should also offer proper supervision by being on the ground to help teachers develop trust in them and confidence in themselves (Principal A, 19/3/2025).

Other ways that enhance motivation as cited by principals include setting clear and achievable goals, articulating the school's vision, and involving teachers in owning that vision. Additionally, principals recognized the importance of appreciation and recognition, noting that incentives such as trips as well as rewards encourage teachers to strive for quality outcomes while lack of recognition can demotivate them. These findings align with those of Khaemba et al. (2024) who cited that there is a strong, positive, and statistically significant link between recognition and teacher performance.

Principals were asked to respond to the question on how their motivational practices impact teachers' confidence in their teaching abilities. They opined that their motivational practices have a direct and positive impact on teachers' confidence. By leading through example- such as attending lessons, punctuality, and marking assignments, they create and set a standard that encourages teachers to be diligent. This can be evidenced this principal's observation:

A motivated teacher is a confident teacher, when I give intrinsic motivation especially through praise, this motivates them, additionally, when I set example for instance going to class early, marking students' assignments, by this the teachers learn to be their best (Principal D, 25/3/2025).

They also mentioned that recognition practices including praise, intrinsic motivation, and awarding good grades foster sense of achievement, healthy competition, as well as professional pride among teachers. Moreover, motivation helps teachers adhere to professional ethics such as following TSC guidelines, and reduces cases of inefficiency and misconduct. Overall, motivated teachers become more confident in managing classroom tasks, influencing students positively, and handling teaching responsibilities effectively. This growth in confidence ultimately enhances teachers' self-efficacy, as they develop a stronger belief in their capacity to meet teaching demands and achieve desired outcomes.

The above principals' views, align with those from a study carried out in Indonesian schools which emphasized that principals' instructional leadership which is exemplified through offering guidance, support, resource access, fostering collaboration, and nurturing a positive school environment directly enhances TSE (Frontiers in Education, 2024). More emphasis by the study was that when principals are actively visible, set clear goals, engage in curriculum development, and foster open communication, teachers feel more confident in planning, implementing, and assessing instruction thereby being able to reinforce their TSE.

Nevertheless, principals acknowledged that tailoring motivational practices to individual teachers is very essential and requires a balance between fairness, personal understanding, and professional support. While standard measures ensure equity, principals emphasized the need to recognize unique circumstances, such as providing counselling for those who required emotional support rather than monetary incentives. They underlined using TSC policies as guiding frameworks while also adopting flexible strategies among them

setting achievable deadlines, giving private feedback, and offering correction to address individual challenges that ensures teachers are encouraged. Building a sense of belonging by using inclusive language, communicating success, as well as providing customized teaching and learning resources further enhances both relevance and impact. By breaking goals into smaller attainable tasks as well as offering both personal and professional support, principals make motivation more efficient and meaningful, ultimately ensuring that teachers feel understood, valued, and empowered in their roles.

The Spearman’s correlation test was carried out to determine whether there was an association between principals’ motivation strategies and teachers’ self-efficacy in public secondary schools in Westlands Constituency of Nairobi County. The analysis was carried out under the formulated null (H_{01}) hypothesis of research phrased as: H_{01} : There is no significant relationship between principals’ motivation and teachers’ self- efficacy. The test results are provided in Table 6.

Table 6

The Spearman’s Rho Correlation Test Results for the Principals’ Motivation and Teachers’ Self-efficacy

		Principal's Motivation mean rating	Teachers' Self- efficacy mean rating
Spearman's rho	Principal's Motivation mean rating	1.000	.595** .000
	Teachers' Self- efficacy mean rating	.595** .000	1.000

From Table 8, the test results show a positive correlation coefficient (Spearman’s rho = 0.595) and a significant value or p-value of 0.000. These results indicate that the principals’ motivation as rated by the research participants (teachers and deputy principals)

are found to have a positive influence ($\rho = +0.595$) on teachers' self-efficacy, and that this relationship is statistically significant, where the p-value of 0.000 indicates that the probability that the finding is by chance is extremely low or in general, zero. Given that the p-value = 0, which is less than the significance level $\alpha = 0.05$, the null hypothesis (H_0) was rejected. This indicates that there is a statistically significant relationship between principals' motivation and teachers' self-efficacy. These findings cement the idea that principals' motivation is instrumental in enhancing teacher self-efficacy, and it is a finding that can be generalized to the population to guide decision and policy making.

4.5 Influence of Principals' Delegation of Duties on Teachers Self-efficacy

The second objective of the study assessed the influence of principals' delegation of duties on teachers' self-efficacy in public secondary schools in Westlands Constituency of Nairobi County -Kenya. In this section, the study sought to assess how the teachers and deputy principals perceive the effect of delegation on their self-efficacy. They used the following scale: Strongly Disagree-1; Disagree- 2; Neutral- 3; Agree – 4; Strongly Agree- 5. The responses are summarised in Table 7.

Table 7***Teachers' and Deputy Principals' Rating of the Influence of Delegation of Duties on Self-efficacy***

Statement	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
Teachers (n = 84)										
Delegation enhances teachers' confidence in their teaching abilities	3	4%	2	2%	9	11%	41	49%	29	35%
Delegation reinforces teachers' ability to manage classroom effectively	1	1%	2	2%	10	12%	33	39%	38	45%
Delegation has enhanced teachers' engagement with students	2	2%	2	2%	9	11%	33	39%	38	45%
Delegation enhances teachers' collaboration with colleagues	2	2%	3	4%	15	18%	29	35%	35	42%
Delegation enhances teachers' overall job satisfaction	2	2%	4	5%	20	24%	30	36%	28	33%
Deputy Principals (n = 4)										
Delegation enhances teachers' confidence in their teaching abilities	0	0%	0	0%	0	0%	0	0%	4	100%
Delegation reinforces teachers' ability to manage classroom effectively	0	0%	0	0%	0	0%	0	0%	4	100%
Delegation has enhanced teachers' engagement with students	0	0%	0	0%	0	0%	0	0%	4	100%
Delegation enhances teachers' collaboration with colleagues	0	0%	0	0%	0	0%	1	25%	3	75%
Delegation enhances teachers' overall job satisfaction	0	0%	0	0%	0	0%	0	0%	4	100%

The results in Table 9 show that delegation of duties by principals had a strong positive effect on teacher's self-belief. A majority of teachers felt that delegation of duties had a positive influence on them with 49% agreeing and 35% strongly agreeing that delegation enhanced their confidence in instructional abilities. Further, the results reveal that 39% and 45% respectively agreed and strongly agreed that delegation reinforced their ability to manage classrooms effectively and improved their engagement with the students. Similarly, 77% reported that delegation fostered collaboration with colleagues, with 35% agreeing and 42% strongly agreeing. Further, 69% indicated that they improved their overall

job satisfaction with 36% agreeing and 33% strongly agreeing. These results suggested that when principals delegate responsibilities, teachers feel trusted, empowered, and more capable of handling both instructional as well as managerial roles. These results are consistent with those of Ndirangu (2024) who established that delegation of responsibilities positively influenced teacher performance in Kenyan public schools, affirming that delegation is a leadership strategy that fosters teacher confidence and professional competence.

The perspectives of the deputy principals ascertained these findings as all the respondents unanimously agreed (strongly agreed, 100%) that delegation enhanced teachers' confidence, classroom management, student engagement, and job satisfaction, while 75% affirmed that it promoted collaboration among colleagues. These results suggest that delegation is not only valued by teachers but also recognized by school leadership as a core element of effective school management. Study by Otieno (2023) in Mombasa County, established that principals' instructional leadership; particularly practices involving shared responsibility and feedback, significantly influenced teacher professional development and self-efficacy. Correspondingly, Muma and Odhiambo (2019) found out that selected delegation practices in Rachuonyo enhanced school management efficiency while empowering teachers through increased autonomy and participation. Elsewhere, Ngeno et al. (2023) advised that principals' feedback, resources, and professional opportunities strengthened TSE.

In reference to open-ended questions, when teachers and deputy principals were asked the ways in which the delegation of duties by principals impacts on them, they confirmed that this practice has generally impacted on them positively in regard to their professional growth as well as self-efficacy with many underlining increased confidence, improved classroom management, enhanced leadership and administrative skills, and greater collaboration with colleagues. This can be observed from a teacher who had this to say:

I have changed my opinion about myself with the belief that I have the capacity; teaching is no longer the same! I am very confident and focused during my lesson, it has made me confident enough to carry out activities and has made my collaboration with colleagues easier (Teacher 5, 21/3/2025).

This corresponds with Khaemba et al. (2024) who concluded that supportive leadership practices, significantly enhance both teacher and deputy principal self-efficacy. Moreover, these findings resonate with global research by Hickey et al. (2022), which highlights a shift in leadership towards power-sharing models in various contexts such as UK, USA, Australia, New Zealand, and parts of Europe. These insights affirm that well-structured as well as meaningful delegation sustains a high-performing school structure as well as builds leadership capacity by empowering both teachers and deputy principals.

Other teachers noted that taking on responsibilities has enabled them to develop problem-solving skills, decision-making capacity, student engagement strategies, and stronger sense of independence and commitment to their profession. This can be confirmed by this assertion: “Delegation has improved my attitude towards my career, provided me with opportunity to develop my leadership skills in the process of organizing students for various activities, and has continuously and reduced work-related stress”.

Some teachers emphasized that delegation of duties has motivated them to seek higher studies, improved their attitudes toward their career, and expanded their knowledge as well as teaching skills. One teacher noted: “Delegation has made me improve on my career choices; I am able to choose development opportunities that suit my needs and the goals of the school”. While a few respondents felt that the impact was minimal, the majority agreed that delegation has fostered personal and professional growth, boosted confidence, reduced work-related stress, and prepared them to take on greater leadership roles within the school. The results of this study compare with those of Shikokoti (2023) who carried out a study in

Kakamega County to investigate the influence of principals' management practices on teachers confirming that when principals delegate duties, the teachers become more efficient as they feel more confident to take greater leadership roles.

While the data demonstrates strong positive effects of delegation on self-efficacy, the respondents also offered valuable suggestions on how principals could improve delegation practices. They suggested that the effectiveness of delegation practices in schools could be enhanced through clear communication, timely allocation of duties, as well as well-defined job descriptions so as to prevent duplication and confusion. Moreover, they emphasized on the need for equal opportunities in delegation across the staff, professional development through workshops and seminars, feedback, and autonomy in executing tasks.

Similarly, teachers highlighted that prior planning is important coupled with collaborative decision-making, provision of adequate resources, and creating a supportive working environment that fosters trust, confidence, and growth. They noted that by granting more authority, reducing micro-management, and aligning delegated duties with teachers' professional development needs, principals can strengthen both efficiency of school operations and TSE. These findings align with empirical evidence from Kenya by Ndirangu and Mungai (2024) who asserted that principals' delegation of duties, paired with prompt feedback, clarity, and timely task allocation has significant positive impact on teachers' performance in public secondary schools.

The above suggestions from the teachers are intrinsically related to the views of the principals who highlighted some important components of effective delegation. They advised that effective delegation in schools is built on clarity, communication, supervision, and support. They emphasized on the need to setting achievable goals, giving clear objectives, job description, and timelines, as well as communicating expectations, since it helps in avoiding overlap and confusion. They expressed that delegation should be seen not

just as a task distribution but also as a process of empowering others while maintaining oversight through supervision and progress evaluation. This practice confirms the ideas advanced by Cecchi-Di Meglino (2023), who stated that clear definition of desired outcomes boosts alignment, confidence, and productivity. Moreover, providing facilitation and resources to execute delegated duties ensures that the staff feel supported rather than burdened. They noted that by practicing effective delegation principals build teachers' confidence, accountability, and professional competence, which in turn strengthens TSE as they develop belief in their ability to execute responsibilities as well as contribute meaningfully to learners' success.

Delegation helps in smooth running and achievement of the goals; taking down leadership to others and relinquishing powers helps achieve the goals-when teachers feel part of the administration, they own the success of the school. It is also a means of training teachers and equipping them with skills. Releasing powers to teachers helps them to gain confidence. Moreover, it creates space for principals to efficiently deal with other matters that solely depends on them (Principal C, 23/3/2025).

Giving their views, principals also emphasized that delegation of duties is important to teachers because it is both a leadership strategy and a professional development tool that significantly benefits teachers. They noted that, by entrusting teachers with responsibilities, principals not only ensure smooth running of the school but also expose teachers to future leadership roles, training them with practical skills as well as preparing them for higher appointments. In this regard, Patty (2025) advises that, effective delegation practices build up trust, job satisfaction, and leader focus strategy.

Moreover, they advised that delegation fosters teamwork, shared ownership of school success, and creates space for principals to focus on core leadership functions. More importantly, principals noted that when they release powers to teachers, teachers' confidence

grows as they recognize their talents, learn their boundaries, and successfully accomplish tasks they initially thought they were far beyond their capability. Further, this process builds trust in management, strengthens teachers' sense of belonging, and enhances their self-belief.

Ultimately, effective delegation contributes directly to teachers' self-efficacy, as it empowers them to view themselves as capable, responsible, as well as integral to the achievement of the school's goals. When principals involve teachers in various tasks, it promotes a sense of ownership and competence, consequently enhancing their self-efficacy by reinforcing their belief in their ability to contribute meaningfully to school improvement beyond the classroom. However, Choi (2023) advised that for delegation to have a lasting impact on SE, it must be accompanied by adequate support, feedback, and recognition to ensure that teachers feel both empowered and equipped to handle the responsibilities assigned to them.

The school principals also emphasized that effective delegation should be founded on multidimensional support including restructuring goals in case of failure, evaluating progress of the delegated duties, proper supervision of the delegated duties, provision of resources, and giving specific objectives of expectations while delegating. One principal highlighted: "Clear guidelines on delegated duties, clear timelines on when duties should be undertaken, clear expectations on delegated duties". They emphasized that a multi-dimensional support system directly contributes to improved TSE, as it addresses both the instructional and interpersonal needs of the staff.

The findings of this study compare to the findings of Ngeno et al. (2023) who found that the provision of resources, feedback, and professional development opportunities significantly strengthened teachers' self-efficacy in Kenyan public secondary schools. Similarly, Khaemba et al. (2024) emphasize that principals' supportive leadership practices, in particular those that integrate feedback, collaboration, and resource allocation, are essential

in enhancing teacher motivation as well as self-efficacy. These converging findings emphasize the need for school leaders to implement a holistic approach in supporting teachers, ensuring that resources, feedback, and professional growth are well integrated into the process of delegation.

Overall, the findings under this objective show that principals' delegation of duties positively influences the self-efficacy of the teaching staff when supported with clarity, resources, as well as constructive feedback. In this regard, Gong (2025) who carried out a study in China emphasises that distributed leadership which delegation is a key element, enhances teacher autonomy, collaboration, and confidence, noting that principals who delegate equitably and strategically not only model distributed leadership but also cultivate a culture of shared responsibility, professional growth, and higher levels of teacher self-efficacy. These findings reflect Khaemba's et al. (2024) conclusion that supportive leadership practices, in particular delegation are instrumental in enhancing both teacher and deputy principal self-efficacy in Kenyan secondary schools. Summarily, the findings of the influence of principals' delegation of duties reveal that delegation is a common and a valued leadership practice in Westlands Constituency. This assertion is strengthened by the results of the Spearman rho correlation analysis that was carried out to assess the association between the principals' delegation of duties and teachers' self-efficacy. This test was carried out under the stated null hypothesis: H_0 . There is no significant relationship between principals' delegation of duties and teachers' self-efficacy. The results are presented in Table 8.

Table 8***The Spearman's Rho Correlation Test Results for the Principals' Delegation of Duties and Teachers' Self-efficacy***

		Principals' Delegation of Duties	Teachers' Self-efficacy
Spearman's rho	Principals' Delegation of Duties	1.000	.393** .000
	Teachers' Self-efficacy	.393** .000	1.000

The test returned a positive Spearman's correlation coefficient of +0.393, indicating that the principals' delegation of duties has a positive impact on enhancing teachers' self-efficacy. This finding is also statistically significant according to the generated p-value = 0.000 of the test, and where p-value is less than $\alpha = 0.05$, and therefore leads to the rejection of the null hypothesis (H_0), with the conclusion that there is a statistically significant relationship between principals' delegation of duties and teachers' self-efficacy. Therefore, the finding that principals' delegation of duties can enhance teacher self-efficacy can be used to guide decision and policy making related to the target population of study.

4.6 Influence of Professional Development on Teachers' Self-efficacy

Having established the significance of delegation, the study further examined how teachers' professional development opportunities influence their self-efficacy. This element is covered in objective three that sought to assess how principals' provision of professional development influence teachers' self-efficacy in public secondary schools in Westlands Constituency- Nairobi County, Kenya. The deputy principals and teachers were requested to choose the response that best represented their opinions regarding professional development leadership practice on a five-point scale. The scores of the scale are Strongly Disagree (SD) =

1; Disagree (D) = 2; Neutral(N) =3; Agree (A) =4 and Strongly Agree (SA) =5. The findings are presented in Table 9.

Table 9

Teachers' and Deputy Principals' Rating of the Influence of Professional Development on Teachers' Self-efficacy

No.	Statement	SD		D		N		A		SA	
		f	%	f	%	f	%	f	%	f	%
	PD programmes have improved my teaching skills	0	0%	1	1%	9	11%	45	54%	29	35%
	PD programmes have increased my confidence in managing the classroom	0	0%	1	1%	7	8%	36	43%	40	48%
	PD programmes have enhanced my ability to engage students effectively	0	0%	0	0%	8	10%	37	44%	39	46%
	PD programmes have positively impacted my instructional management skills	0	0%	0	0%	8	10%	37	44%	39	46%
Deputy Principals (n = 4)											
	PD programmes have improved teachers' instructional strategies	0	0%	0	0%	0	0%	4	100%	0	0%
	PD programmes have increased my confidence in managing the classroom	0	0%	0	0%	0	0%	4	100%	0	0%
	PD programmes have enhanced teachers' ability to engage students	0	0%	0	0%	0	0%	4	100%	0	0%
	PD programmes have positively impacted teachers' assessment strategies	0	0%	0	0%	0	0%	4	100%	0	0%

From the findings, 90% of teachers rated the relevance of PD programmes to their teaching roles as very relevant with a 54% agreeing and 35% strongly agreeing that these programmes improved their teaching skills. Similarly, 43% and 48% respectively, agreed and strongly agreed that as a result of professional development programmes, their confidence in classroom management was enhanced. A ninety percent of teachers expressed

that PD programmes led to their improvement in student engagement (44% agreeing and 46% strongly agreeing). Further they noted that it also boosted their instructional management, with 44% and 46% respectively agreeing and strongly agreeing. Deputy principals also unanimously reported positive impacts of PD on instructional strategies, engagement, assessment, and classroom management with all of them (100%) agreeing that professional development programmes influence their instructional competencies.

These findings affirm that relevant, context-specific PD not only equip educators with practical tools but also significantly enhances their confidence and competence; key dimensions of self-efficacy. These findings are reinforced by Desimone and Garet's (2023) meta-analysis which affirmed that high-quality, tailored PD significantly improves teachers' instructional practices as well as teachers' self-efficacy. Moreover, Macheso et al. (2024) reported a moderate positive correlation between teachers' self-efficacy and the implementation of CBC in Western Kenya, suggesting that when teachers believe in their ability and undergo relevant training, they are more likely to apply innovative teaching methods effectively.

When teachers engage in professional development that is applicable to their classroom practice, it enhances their competence, boosts their confidence, and validates their instructional strategies. The fact that nearly all the respondents found the training relevant, implies that such programmes are contributing positively to their belief in their ability to manage classrooms, implement curriculum, and engage learners effectively. This connection between relevant PD and increased SE emphasizes the importance of designing and delivering targeted, practical, and context-specific professional learning experiences for teachers.

Various studies underline the importance of multi-faceted professional learning in equipping educators with instructional skills, adaptability as well as confidence – key

elements of teachers' self-efficacy. Study by Wanjiku and Kimani (2023) established that teachers who participated in various professional development activities among them workshops, seminars, and collaborative peer learning reported higher levels of self-efficacy in classroom management, instructional delivery, and student engagement compared to those with limited exposure. These results confirm that rich engagement in professional development, particularly when it promotes collaboration and practical learning, reinforces the development of self-efficacy among both teachers and school leaders. Furthermore, Otieno (2024) carried out a study in Mombasa County- Kenya and reported that principals' instructional leadership significantly enhances the impact of PD by ensuring it is well-designed and contextually relevant- thereby reinforcing teachers' instructional competencies and efficacy. These studies confirm that relevant, and consistent PD implementation, supported by strong leadership, is essential in fostering teacher motivation, professional growth as well as ensuring sustainable SE.

In the open-ended questions, teachers were asked to give their opinions on how implementation of PD programmes can be improved in their schools. They cited such aspects as funding, provision of adequate resources, and flexible timetabling that allows for participation. They emphasized the need for more frequent workshops, seminars, in-service training as well as opportunities for continuous professional growth, including the integration of ICT and competency Based (CBC) related training. At the same time, teachers highlighted the importance of administrative support which includes encouragement, positive feedback, study leave, allowances, and equitable opportunities that allows all staff to participate.

As can be noted from the above responses, most of them suggest probable barriers that may be facing this indispensable leadership practice in their respective schools. The opinion of one deputy principal points out to some gaps:

Most teachers need to improve on our professional competencies, yet even though those opportunities are available, teachers do not get time to attend. I feel that teachers should be supported through a flexible timetable that allows for training. Provision of required resources and opportunities for training coupled with a variety of relevant opportunities, like seminars, workshops can also be helpful. Our principals should facilitate by giving financial support and other necessary resources, and also create time for us. This is because when teachers are encouraged to participate in PD programmes, this improves their professional efficiency especially in handling students (Deputy Principal D, 23/3/2025).

Further, the teachers felt that this programme can be improved as they answered to the question on the kind of additional support they believe could enhance their professional development and efficacy. They expressed that though they understand the crucial role played by professional development, this programme should be enhanced so that it can have relevance and impact on their professional competency. These sentiments can be seen from the observation below:

Though the programme is present, not all of us benefit, I hope that our school administration can support us by creating time and allocating resources, providing more opportunities for in-service training, and hosting programmes in school for easing their accessibility (Teacher 15, 23/3/2025).

These results are consistent with Njenga (2024), who found that vocational teachers in Kenya face similar barriers in their continuing professional development, with lack of time, limited institutional support, and financial limitations emerging as the most persistent impediments. Similarly, Wood et al. (2024) noted that teachers in Kenya undertaking a blended PD programme experienced significant challenges connected to shortage of resources and time management. It is therefore observable that these studies affirm that

logistical and systemic constraints jeopardize teachers' ability to participate meaningfully in PD, thereby limiting its potential to enhance self-efficacy as well as professional growth. Though the principals demonstrate commitment to teacher growth, structural and contextual challenges impede how evenly or sustainably such opportunities are delivered. In their evidence Sutarto et al. (2024) confirm that principal instructional leadership positively influences TSE, particularly when support is consistent and resourced.

Surprisingly, added to the national context, international reviews also echo these findings. The GPE and IDRC (2024) synthesis on teacher professional development across low-and middle- income countries emphasizes that time, funding, as well as resourcing challenges remain structural barriers to meaningful and successful PD. The report recommends blended approaches, strong school leadership, and context-sensitive scheduling to enhance participation and sustain professional learning outcomes. Basically, these insights resonate with the present study's emphasis that addressing logistical barriers is key to maximizing the benefits of PD programmes. Eliminating such obstacles would enable greater engagement, ensure continuity of training, and ultimately foster stronger TSE, as teachers feel more supported and empowered to engage the learners meaningfully as they deliver quality instruction. These findings resonate with recent evidence by Elfira et al. (2024), who asserted that principal instructional leadership strongly influences TSE when support is consistent and supplied with necessary resources. Essentially, consistent leadership practices transform potential challenges into opportunities for growth, as such enhancing both individual and collaborative learning.

To gain deeper insights into the role of leadership in shaping teacher growth, principals were asked to share their perspectives on PD practices within their schools. Specifically, they reflected on how PD can be aligned with school goals and teachers' needs, its impact on teachers' confidence in classroom practices, and how its effectiveness is

assessed in relation to self- efficacy and overall performance. They noted that professional development in their schools is supported through a range of programmes, including workshops, and seminars organized by Teachers Service Commission, Ministry of Education, and Kenya National Examination Council, as well as subject -based trainings at the Sub-County level. They also acknowledged that they encourage teachers to pursue higher education by granting them time for self-development through further studies and relevant training opportunities.

In my school, I ensure input by professionals on different areas of growth especially personal professional growth. I also create opportunities for workshops which are mainly organised and sponsored by government bodies- TSC and MoE particularly KNEC. I also encourage teachers to take higher education (Principal B, 19/ 3/2025).

Further, the principals noted that it is very essential to assess the effectiveness of the PD programmes by monitoring both the teacher and student outcomes. They explained that they rely on tools such as TPAD, lesson observations, and feedback sessions to evaluate teachers' instructional improvements, while frequent student assessments like continuous Assessment Tests (CATs), Random Assessment Tests (RATs), as well as overall exam performance, serve as indicators of content delivery and understanding. They noted that PD enhances TSE, which in turn enhances overall performance while contributing to better academic results. These sentiments were reflected in one of the principals' opinions:

It is necessary to assess the effectiveness of the professional development. In my school, we do it through student academic performance and overall change, through use of TPAD lesson observation and feedback to the teacher, frequent exams to students as a way of getting feedback on content delivery and understanding which is done through CATs and RATs. I also make sure that I measure performance through both internal and external exams since they are a true reflection of teachers'

acquisition and efficiency reflected through the learners' academic performance (Principal C, 23/3/2025).

The principals observed that the impact of these programmes is very significant for they help teachers gain confidence from individual certification, improve their lesson planning, delivery and classroom management, and adopt modern teaching methods that enhance effective student engagement and better academic outcomes. Consequently, by aligning professional development with both institutional priorities and individual growth, principals not only enhance teachers' competence but also strengthen their self-efficacy. This enables them to believe in their ability to meet the demands of instructional practices and contribute to the overall success of the school. The findings of this study also demonstrate that principals' provision of professional development opportunities significantly enhances teachers' self-efficacy by improving their instructional skills, confidence, and overall classroom competence.

These findings are consistent with Arias-Pastor et al. (2024), who revealed that teacher self-efficacy and well-being are substantially improved when educators receive practice-focused training and sustained professional support. Similarly, a Kenyan study by Isoe, Kiragu, and Kiriungi (2024) emphasized that teacher competence, which is closely linked to ongoing training, is a key factor in strengthening classroom practice and promoting learner outcomes within the Competence-Based Curriculum.

Summarily, overall findings demonstrate that PD programmes play an indispensable role in enhancing teachers' competencies, confidence, and instructional practices, thereby strengthening TSE as well as overall school performance. High levels of participation, the diversity of PD activities, together with strong alignment between training content and teachers' classroom needs reveal a supportive culture of continuous learning across schools. This is in line with various studies among them, Elfira et al. (2024), and Desimone and Garet

(2023), which demonstrate that when PD is relevant, well-implemented, and adequately resourced, it has a significant impact on teacher confidence, instructional effectiveness, and ultimately student outcomes.

The results of the Spearman’s correlation coefficient test relating to the third objective of study that investigated the influence of the principals’ provision of professional development on teacher self-efficacy. The null hypothesis for this test was formulated as: H_{03} . There is no significant relationship between principals’ provision of professional development and teachers’ self-efficacy. The results are presented in Table 10.

Table 10

Spearman’s Rho Correlation Test Results for the Principals’ Provision of Teachers’ Professional Development and Teachers’ Self-efficacy

		Principals' Provision of Professional Development Programmes	Teachers' Self- efficacy
Spearman's rho	Principals' Provision of Professional Development Programmes	1.000	.333** .002
	Teachers' Self- efficacy	.333** .002	1.000

From Table 12, the test results indicate that principals’ provision of professional development for the teachers has a positive influence ($\rho = +0.333$) on teacher self-efficacy, and this research finding is statistically significant ($p\text{-value} = 0.002$ and less than $\alpha\text{-critical} = 0.05$). Therefore, the test results lead to the rejection of the null hypothesis (H_{03}), and the conclusion that there is a significant relationship between principals’ provision of professional development and teachers’ self-efficacy. This finding can also be used to guide decision making and policy making regarding influence of the principals’ leadership practices on teacher self-efficacy among the population of study.

4.7 Influence of Principals' Communication Practices on Teachers' Self-efficacy

This section determines how principals' communication influence teachers' self-efficacy in public secondary schools in Westlands Constituency, Nairobi County. The teachers and deputy principals were asked to give their opinion on their principals' communication of the school's vision and goals on a five-point scale. The scores of the scale are Strongly Disagree (SD) = 1 Disagree (D) = 2 Neutral(N) =3 Agree (A) =4 and Strongly Agree (SA) =5. The findings are presented in Table 11.

Table 11

Deputy Principals' and Teachers' Rating on Principals' Communication Practices

Statement	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
Teachers (n = 84)										
My principal communicates the school vision and goals	1	1%	3	4%	13	15%	42	50%	25	30%
My principal communicates clearly the school policies and expectations	1	1%	2	2%	4	5%	40	48%	37	48%
My principal provides constructive feedback on the teachers' performance	1	1%	5	6%	12	14%	36	43%	30	36%
My principal involves teachers in decision making processes	9	11%	11	13%	15	18%	30	36%	19	23%
My principal is accessible for formal and informal discussions	0	0%	12	15%	6	7%	33	39%	33	39%
Principal's communication motivates me to try new methods and belief in my ability	2	2%	4	5%	15	18%	39	46%	24	29%
Deputy Principals (n = 4)										
My principal communicates the school vision and goals	0	0%	0	0%	0	0%	2	50%	2	50%
My principal communicates clearly the school policies and expectations	0	0%	0	0%	0	0%	0	0%	4	100%
My principal provides constructive feedback on the teachers' performance	0	0%	0	0%	0	0%	1	25%	3	75%
My principal involves teachers in decision making processes	0	0%	0	0%	0	0%	2	50%	2	50%

My principal is accessible for formal and informal discussions	0	0%	0	0%	0	0%	2	50%	2	50%
Principal's communication motivates me to try new methods and belief in my ability	0	0%	0	0%	0	0%	3	75%	1	25%

The findings of this study reveal that principals' communication of the school's vision and goals is generally consistent, with 80% of the teachers, 50% agreeing and 30% strongly agreeing. and all deputy principals (50%) agreeing or strongly agreeing (50%). Besides, the data reveals that 92% of teachers perceive principals' communication of school policies and expectations as clear with 48% agreeing and 44% strongly agreeing. Similarly, 100% of the deputy principals perceived principals' communication as very clear, demonstrating strong alignment at the leadership level. This indicates that school leadership is largely effective in articulating institutional guidelines as well as expectations. This high positive response reflects a strong foundation of clarity and direction in school operations, which is vital for maintaining consistency, accountability, and effective performance by the staff.

Frequent communication forms a basic element in the school, as it helps to create and facilitate synergy in pursuit of the common goal. This corresponds with Hallinger and Wang (2023) who asserted that frequent communication of the vision is a cornerstone of instructional leadership, as it fosters shared understanding, motivates teachers, and promotes coherence in school improvement efforts. Their study emphasized that when principals clearly articulate institutional objectives, teachers are more likely to conform their practices to the school priorities, which strengthens both commitment and self-efficacy.

Further, the present study results suggest that consistent sharing of the vision creates alignment and boosts confidence among teachers by reinforcing a sense of purpose as well as collective responsibility. This agrees with Hallinger and Wang's (2023) argument that leaders

who consistently communicate goals nurture organizational direction, thereby enabling teachers to better see the connection between their instructional practices and broader school objectives. Therefore, communication of school goals emerges as a critical leadership practice that enhances motivation, fosters belonging, and strengthens both individual and collective efficacy.

Clear communication of school policies not only reduces ambiguity but also strengthens expectations and roles, which contributes to better task execution. Clarity from leadership facilitates confidence among staff, as teachers who clearly understand what is expected of them are more likely to experience self-belief as they feel capable and empowered to effectively accomplish their duties. These findings are consistent with various studies that emphasize the critical role of clear communication in effective school leadership. Arar and Nasra (2023) observed that when principals communicate expectations in clarity, this fosters trust, minimizes uncertainty, and enables teachers to perform their duties with confidence. Similarly, Nguyen et al. (2023) highlighted that leaders who consistently articulate school goals and policies enhance teacher motivation and accountability, thereby strengthening overall school performance.

Constructive feedback is central to effective communication. Results of this study confirm that school principals provide constructive feedback to both teachers as well as the deputy principals. A majority of teachers (43%) agreed that they usually receive constructive feedback while 36% strongly agreed receiving. A smaller portion of 14% remained neutral, while 6% and 1% disagreed and strongly disagreed respectively thereby suggesting minimal dissatisfaction in this area. Various studies emphasize the central role of specific and constructive feedback in boosting teachers' confidence in instructional abilities. Accordingly, Smith et al. (2020) revealed that secondary school teachers who received specific and valued evaluation feedback reported significantly higher levels of self-efficacy in

instructional abilities compared to those that received vague feedback. Notably, the perceived usefulness of the feedback emerged as a strong predictor of SE, emphasizing the value of both frequency and constructiveness in performance-related communication. Constructive feedback plays a very essential role in enhancing teachers' self-efficacy.

Similarly, when principals frequently offer clear, supportive, as well as actionable feedback, teachers are more likely to understand their strengths as well as areas for improvement which in turn bolsters their confidence in their teaching abilities. Regular feedback also enhances continuous growth, and helps teachers feel valued and supported which in turn increases their belief in their capacity to influence student learning outcomes effectively. These results bring to light the vital role of constructive feedback in reinforcing teachers' professional self-belief as well decision-making in the classroom. Study by Kurt (2023) affirm this relationship, noting that effective feedback from school leaders significantly strengthens teachers' instructional confidence and willingness to improve their practice.

Furthermore, the data revealed 36% of teachers agreeing being involved in school decision making while 23% strongly agreed. However, a notable proportion expressed limited involvement with 11% strongly disagreeing, and 13% disagreeing while 18% stated a neutral view. This suggests that while many teachers express being moderately to highly involved, a considerable number still perceive gaps in their participation. Contrary, all the 4 deputy principals reported a high level of involvement in decision-making with 50% agreeing and another 50% strongly agreeing.

The results align closely with the results of a study conducted in secondary schools demonstrating the significance of teacher involvement for job satisfaction and school performance. In Kakamega County, Shikokoti et al. (2023) found a statistically significant relationship between principals involving teachers in decision-making and increased job-

satisfaction, noting that feeling included enhances motivation as well as morale. Similarly, in Mandera North Sub-County, study by Maalim and Gikandi (2024) reported that teachers were highly involved and this was positively and significantly linked to job satisfaction, underlining that greater inclusion enhances a greater sense of belonging and engagement.

Another evidence from Mombasa County revealed that while participatory processes were in place, teachers were only partially engaged in group-based fora, consequently limiting the motivational potential benefits of inclusive decision-making on school programme (Marakis, 2021). This may demonstrate that deputy principals are consistently included in school decision-making due to their leadership role. The difference between teacher and deputy principal responses points out to a hierarchical participation structure, where leadership roles provide greater access to decision-making. The school leadership should promote a more inclusive practices so as to enhance teachers' sense of ownership that can contribute positively to school improvement efforts.

Principals' accessibility ensures that the teachers can as well access communication, as well as feedback necessary for their professional growth. From the results a 78% of teachers rated their principals as accessible with 39% agreeing and 39% strongly agreeing. On the other hand, all the deputy principals unanimously agreeing on the principals' accessibility, with a 50% agreeing and 50% strongly agreeing. This clearly indicates that a majority of principals are approachable and open to dialogue thereby reflecting positively on school leadership practices, as accessibility is crucial for timely and effective communication within the school environment. Teachers who can easily communicate, seek support, and receive guidance feel more empowered and confident in their instructional roles. This idea is supported by a meta-analytic structural equation modelling study, synthesizing data from 90 global studies by Barnes et al. (2025), which revealed that principal leadership behaviours which include accessibility and supportive interactions have moderate direct impact on

teachers' self-efficacy, and directly influence student outcomes through enhanced teachers' efficacy. These results are also supported by Gacicio (2022) who conducted a study in Nairobi County and offers substantial information asserting that principals' responsiveness, openness, and support is strongly linked to higher teachers' self-efficacy as well as instructional confidence. As such, these findings assert that high principal accessibility likely nurtures trust, collaboration, and a safe environment conducive for teachers' confidence and effectiveness. These findings correspond to those of Wanjohi (2022) who conducted a study in Kenya and observed that effective communication by the principal to the teachers plays a pivotal role in fostering collaborative professional cultures in schools.

This underlines the effect of principals' communication which shapes teachers' self-efficacy while also strengthening support systems through empowering deputy principals who play a vital role in sustaining collaborative and instructional leadership within schools. Essentially, the results highlight that principals' communication is a pivotal leadership practice that directly shapes self-efficacy, motivation, as well as readiness to innovate. More than conveying directives, effective communication enhances trust, collaboration, and empowerment, which are crucial for teachers' professional growth and a means to enhance student outcomes. These findings align well with Maslow's (1943) hierarchy of needs which highlights that teacher esteem and self-actualization needs must be met for them to perform optimally. Therefore, by providing constructive feedback, fostering collaboration, as well as inspiring teachers through clear vision and encouragement, principals address these psychological needs, thereby creating favourable conditions for professional fulfilment and higher TSE.

The open-ended questions provided a wide range of insights regarding teachers' opinion on principals' communication and what positively influences them. When teachers and deputy principals were asked to suggest principals' communication practices, they find

most beneficial, they identified a range of them with constructive and corrective feedback emerging as the most valued.

My principal is always clear and precise in his communication-both formal and informal. She offers public praise and private correction, while also offering constructive feedback on my performance. Most of my colleagues feel at home when we receive corrective feedback which happens mostly during staff briefings and through internal memos (Deputy Principal B, 19/3/2025).

Timely communication through staff briefings, meetings, internal memos, emails, and notice boards was also highlighted as essential as it ensures clarity and inclusivity. Many teachers also appreciated professional guidance, encouragement for further education, and motivation through both public and private correction. Additionally, open-door policies, one-on-one interactions, and open discussions were noted as fostering approachability, collaboration, teamwork, and overall effectiveness.

Regarding the question on the areas teachers and deputy principals thought their principal would need to improve in order to support them, teachers suggested that principals could improve their communication by being more accessible, timely, and emphatic in their interactions. They also emphasized other key areas among them, providing consistent and constructive feedback, recognizing and rewarding good performance, and addressing mistakes privately rather than publicly. Teachers also highlighted the importance of involving them more in decision-making process, clearly communicating the school's policies and emerging educational changes, and ensuring follow-up on agreed actions. One teacher expressed the above ideas:

Our principal indeed puts a lot of effort to communicate and share the school's dream with us. However, he may need to improve by addressing teachers privately and confidently when they have made mistakes rather than publicly while also providing

open and timely feedback while incorporating empathy and emotional intelligence. Additionally, he needs to encourage and guide the novice teachers in the profession by providing more consistent and timely feedback, sharing clear updates about policy or curriculum changes and regular fora, to help us remain updated (Teacher 3, 23/3/2025).

In this study, the principals were asked how they communicate the school's vision and goals to their staff, and the frequency of communication. The principals reported that they communicate the school's vision and goals mainly through regular meetings and briefings, with some holding them weekly or fortnightly, and others incorporating departmental discussions for target setting and evaluation. In addition to verbal communication, they make visible and accessible the school vision by writing and displaying it on the school walls. This consistent communication fosters clarity, alignment, and a shared sense of purpose among teachers and administrators. The practice of structured communicating not only keeps the vision present but also nurtures teacher self-efficacy and alignment with the school objectives. In their study, He et al. (2024) found out that strong instructional leadership as well as clear goal setting and structured communication is significantly associated with teachers' development and growth.

The school principals also gave their opinion highlighting a variety of methods they consider most effective in providing feedback to teachers, emphasizing the importance of balancing praise with constructive criticism. They expressed that public recognition, such as praising teachers during staff briefings or using high performers as role models, fostering open dialogue by minimizing protocols encourages teachers, while private reprimand and individual feedback ensure dignity and personal growth.

I ensure that I know each teacher individually and then deal with them at personal level, I ensure that I do not critically compare them. Every principal should support

teachers professionally and emotionally; ‘be your teachers’ team leader, role model and a mentor not their boss, respect them’ (Principal B, 19/3/2025).

These ideas align with those of Gao et al. (2025) who advised that balanced feedback methods that combine public praise with guidance and recognition, contribute to higher levels of teacher motivation and self-efficacy. Other strategies included peer evaluation, goal setting and evaluation, benchmarking with other schools, and creating informal spaces for feedback such as trips or special dinners.

When asked how their communication practices influence teachers’ belief in their ability to impact student learning, the principals noted that effective communication practices build teachers’ confidence, motivation, and classroom management skills, which in turn enhance their ability to influence student learning. They emphasized that communication enables teachers to deliver content effectively, manage discipline, and foster positive student engagement, all of which contribute to improved performance and retention. Ultimately, strong communication empowers teachers, reinforces their competence, ultimately strengthening their self- efficacy in propelling student success (Xie et al., 2025).

The findings of this study demonstrate that principals’ communication play a central role in shaping teachers’ self-efficacy in public secondary schools in Westlands constituency. Clear and consistent communication of the schools’ vision and goals emerged critical in fostering alignment, motivation, and a sense of shared purpose among teachers. Equally, clarity in articulating policies and expectations enhanced teachers’ confidence in fulfilling their duties effectively, while constructive feedback significantly enhanced teachers’ instructional confidence. Accessibility of principals for dialogue further strengthened trust, openness, and collaboration thereby contributing positively to teachers’ professional growth and classroom practices.

Moreover, communication was seen to extend beyond directives to become a motivational tool that encourages teachers to be innovative and continuously improve their instructional strategies. Teachers highlighted that effective communication not only enhances confidence and motivation but also empowers them to influence student learning outcomes more efficiently. Further, emphasis on open dialogue, inclusivity in decision-making, and responsiveness to professional and personal needs was also seen to enhance teacher commitment, morale, as well as collective efficacy. Summarily, the study confirms communication as a vital leadership practice that nurtures trust, motivation, and empowerment, consequently directly strengthening teachers' self-efficacy and contributing to improved teaching and learning outcomes.

The correlation analysis results relating to the fourth objective with the formulated null hypothesis (H0₄) of the research was formulated as: H0₄. There is no significant relationship between principals' communication and teachers' self-efficacy are presented in Table 12.

Table 12

The Spearman's Rho Correlation Test Results for the Principals' Communication and Teachers' Self-efficacy

		Principals' Communication mean likert score rating	Teachers' Self-efficacy mean Likert score rating
Spearman's rho	Principals' Communication mean likert score rating	1.000	.719**
	Teachers' Self-efficacy mean Likert score rating	.719**	1.000

With a positive correlation coefficient ($\rho = +0.719$) and a p-value (0.000), the test results indicate that the principals' communication enhances or positively (+0.719) influences

teachers' self-efficacy according to the views from the sample of teachers and deputy principals accessed from public secondary schools in Westlands Constituency of Nairobi County, and that the finding is statistically significant (p -value = 0.000 and less than $\alpha = 0.05$). The finding leads to the rejection of the null hypothesis (H_0) given that p -value is less than $\alpha = 0.05$, and to the conclusion that there is a significant relationship between principals' communication and teachers' self-efficacy. This finding can be important for guiding decision making and policy making in the area of principals' practices and teacher self-efficacy.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a synthesis of the research findings, putting together the key results discussed in the preceding chapter in relation to the objectives, reviewed literature, and the guiding theoretical framework. The chapter begins by highlighting how principals' leadership practices of motivation, delegation, professional development and communication, influence teachers' self- efficacy in public secondary schools in Westlands Constituency, Nairobi County. This is followed by recommendations which are directed to both school principals and the Ministry of Education- derived from the findings and supported by relevant reviewed literature. Finally, the chapter suggests areas for further research, identifying areas where additional inquiry would deepen understanding of how leadership practices shape teacher self-efficacy and contribute quality educational outcomes.

5.2 Summary of the Research Findings

The summary of the findings of the study is presented in line with the specific objectives of the research, where the overall objective of the study was to determine the principals' leadership practices of motivation, delegation, teachers' professional development, and communication on teachers' self- efficacy in public secondary schools in Westlands Constituency of Nairobi County, Kenya.

The results related to the first objective established that motivational practices significantly enhanced teachers' self-efficacy in public secondary schools in Westlands Constituency of Nairobi County. A substantial percentage- 84% of teachers reported that their principals actively facilitated professional development while 75% reported that their principals provided constructive feedback, supported autonomy, and fostered collaboration consequently strengthening their confidence and morale. These practices were affirmed by

both teachers and the deputy principals as critical in shaping teachers' belief in their instructional competence and motivation to engage in professional duties. Moreover, over 90% of teachers expressed high confidence in classroom management and instructional strategies as a result of motivational practices. Hypothesis testing confirmed this strong positive and statistically significant relationship (Spearman's $\rho = 0.595$, $p < 0.05$) implying that consistent motivational leadership practiced through recognition, feedback, professional growth support, and a positive school climate is essential in enhancing teachers' confidence, morale, and professional growth thereby improving the quality of teaching and learning.

Similarly, findings related to the second objective of the study established that principals' delegation of duties significantly influences teachers' self-efficacy in public secondary schools within Westlands Constituency. Over 80% of teachers expressed that principals often or always delegated tasks, while deputy principals confirmed frequent assignment of comprehensive responsibilities, particularly in administrative work, curriculum development, classroom management, extra-curricular activities, and professional development, with majority of teachers reporting that they handled multifaceted responsibilities simultaneously. Both teachers and deputy principals further noted that their principals communicated the delegated duties with clarity, supported with resources, constructive feedback, and opportunities for collaboration, which enhanced their efficiency.

Confidence levels among teachers and deputy principals increased remarkably after delegation, particularly in curriculum development, classroom management as well as leadership roles demonstrating the empowering effect of this practice. Notably, the results confirmed a statistically significant positive relationship between principals' delegation and teacher self-efficacy ($\rho = +0.393$, $p < 0.05$), suggesting that planned and supportive delegation not only builds trust and autonomy but also strengthens professional growth,

competence, as well as leadership capacity within schools, which are very vital for the quality of education.

Accordingly, results of the third objective revealed that principals' provision of professional development opportunities significantly enhances teachers' self-efficacy in public secondary schools in Westlands Constituency. This can be noted by the large majority of teachers (82%) and all deputy principals (100%) who participated in at least one professional development programme in the past year. Most participants reported improvements in teaching skills, classroom management, student engagement, and instructional strategies. Accordingly, teachers highlighted the high relevance of the programmes, with 90% rating them as relevant or extremely relevant to their instructional needs. Both teachers and deputy principals expressed that their principals supported their professional development through providing training opportunities, encouraging participation, offering feedback, as well as facilitating peer collaboration. Despite challenges such as lack of time, inadequate resources, and insufficient funding, the results confirmed a statistically positive relationship between professional development and teacher self-efficacy ($\rho = +0.333, p < 0.05$). These results confirm that well-structured, relevant, and consistently supported professional development opportunities strengthen teacher confidence, competence, and instructional effectiveness.

Further, in regard to the fourth object the results established that principals' communication practices significantly influence teachers' self-efficacy in public secondary schools in Westlands Constituency. Notably, the majority of teachers and all deputy principals reported that principals consistently communicated the school's vision and goals, articulated policies and expectations with clarity, and provided constructive feedback regarding their performance. Principals were also noted to be accessible for dialogue, to involve teachers in decision making, and use communication as a tool for motivation tool,

thereby fostering trust, collaboration, and innovation in instructional practices. Remarkably, 88% of teachers expressed high confidence in their teaching abilities after receiving feedback, while 75% reported being motivated to adopt new teaching methods through their principals' communication. The statistical analysis regarding communication confirmed a strong positive and significant relationship between principals' communication and teacher self-efficacy ($\rho = +0.719$, $p < 0.05$), underscoring communication as a critical leadership practice that nurtures motivation, competence as well as improved teaching outcomes.

5.3 Conclusion

On the first objective that focused on the influence of principals' motivational practices on teachers' self-efficacy, the study concludes that that principals' motivational practices play a crucial role in enhancing teachers' self-efficacy in public secondary schools within Westlands Constituency. Practices such as recognizing achievements, providing constructive feedback, supporting autonomy, and fostering collaboration significantly boosted teachers' confidence and morale. The statistical results ($\rho = +0.595$, $p < 0.05$) confirmed a strong positive relationship, highlighting that motivation is both a managerial responsibility and a human-centred process that enhances teachers' belief in their instructional competence and overall professional growth.

The second research objective was to assess the extent to which principals' delegation of duties enhances teachers' self-efficacy. From the findings, the study concluded that effective delegations by principals substantially strengthens teachers' self-efficacy. Teachers and deputy principals reported that delegation, when accompanied by clear communication, adequate resources, and constructive feedback, empowered them to take on responsibilities. The findings lead to the conclusion that effective delegation by principals significantly strengthens teachers' self-efficacy. Teachers and deputy principals reported that delegation, when accompanied by clear communication, adequate resources, and constructive feedback,

empowered them to take on responsibilities in curriculum development, classroom management, and leadership roles. The positive and significant correlation ($\rho = +0.393$, $p < 0.05$) confirmed that delegation builds trust, enhances autonomy, and increases professional competence. Thus, delegation emerges as both a capacity-building and a leadership practice that enhances confidence.

The third objective investigated the influence of principals' provision of professional development on teachers' self-efficacy. The study concluded that principals' support for professional development is instrumental in strengthening teachers' instructional skills, classroom management, and student engagement. With 82% of teachers and all deputy principals partaking in professional development programmes, the results established that such opportunities directly enhance teacher confidence and instructional efficiency. The statistical analysis ($\rho = +0.333$, $p < 0.05$) confirmed this positive influence, showing that well-structured and relevant professional development fosters teacher growth despite challenges such as resource and time constraints.

Influence of principals' communication practices on teachers' self-efficacy was examined in objective four. The study concludes that principals' communication practices strongly and significantly influence teachers' self-efficacy, with communication showing the strongest relationship ($\rho = +0.719$, $p < 0.05$). Teachers and deputy principals confirmed that clear articulation of vision, availability, constructive feedback, and inclusive dialogue fostered trust, collaboration, and innovation. Effective communication was shown to directly motivate teachers, increase their self-confidence, and encourage embracing of new teaching strategies. Therefore, communication is confirmed as a central leadership practice that integrates managerial and interpersonal dimensions of school leadership.

5.4 Recommendations

In the light of the study findings and conclusions, some recommendations are proposed to strengthen principals' leadership practices and enhance teachers' self-efficacy in public secondary schools within Westlands Constituency and beyond. These recommendations are directed to principals, policymakers, and practitioners, as their roles are complementary in guaranteeing effective leadership, teacher empowerment, and improved learning outcomes. The study has also made recommendations for further research.

5.4.1 Recommendations for Policy Makers

The Ministry of Education takes a higher responsibility in ensuring that teachers are competent as well as efficacious. Therefore, this study recommends that the Ministry should develop policies and targeted training programmes that equip school leaders with skills in effective communication and motivation. This would ensure that principals are better prepared to address teachers' professional and psychological needs, thereby promoting sustainable improvements in teaching and learning outcomes.

Further, the Ministry of Education and relevant education authorities should develop policies that institutionalize continuous professional development for teachers, ensuring adequate funding, time allocation, and resources to support participation in high-quality training programmes. This would ensure that all teachers access these opportunities that build them and harness ripple effects in the education quality.

5.4.2 Recommendations for Principals

Principals should prioritize open and constructive communication with teachers while also strengthening motivation strategies such as recognition, professional support, and role modelling. These practices not only enhance teacher self-efficacy but also build trust and collaboration within the school community.

Principals are encouraged to strengthen delegation practices by assigning duties with clarity, providing adequate resources, and offering continuous feedback. Planned and supportive delegation empowers teachers, builds trust, and enhances their leadership capacity within schools.

5.4. 3 Recommendations for Practice

Schools should establish structured mentorship and peer-collaboration programmes where experienced teachers and deputy principals support their colleagues in curriculum development, classroom management, and adoption of new instructional strategies, thereby enhancing collective self-efficacy.

Besides, regular monitoring and evaluation systems should be put in place by the Ministry of Education in collaboration with the Teachers Service Commission (TSC) and Boards of Management (BoMs) to assess the effectiveness of leadership practices of motivation, delegation, professional development as well as communication. These bodies should ensure that the monitoring provides data-driven strategies for continuous improvement of teacher support and school performance.

5.4. 4 Recommendations for Further Research

This study was limited to public secondary schools in Westlands Constituency of Nairobi County. Therefore, future research can broaden the scope to other counties as well as school categories to allow comparative insights and generalization.

In addition, further studies could examine how specific leadership practices especially communication and motivation interact with teachers' psychological needs as outlined in Maslow's hierarchy of needs, and how these dynamics ultimately influence both teacher self-efficacy and student learning outcomes.

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APPENDIX 1: Letter of Introduction

Mikielinah Wamuyu Wangu
Tangaza University
P.O. Box 15055-00509 Lang’ata

Dear Participant

I am a post graduate student pursuing a Master Degree in Leadership and Administration at Tangaza University and conducting a study on *Influence of Principals’ Leadership Practices on Teachers’ Self-efficacy in Public Secondary Schools in Westlands Constituency, Nairobi County, Kenya*. Through this letter I am requesting for your participation in this study.

I hereby kindly request you to respond to these questions which will enable the researcher to obtain relevant information for the research. The information gathered will be treated with the utmost confidentiality and will not be unduly disclosed, it will only be used for the purpose of this study. You have the freedom to accept or decline to participate in the research or withdraw at any point during the process. If you voluntarily accept to participate in the study, kindly append your signature.

Participant’s Signature..... Date.....

Researcher’s Signature..... Date.....

Mikielinah W. Wangu

Email: wamuyuwangu@gmail.com

APPENDIX 2: Informed Consent Form for Participants

I am Sr. Mikielinah Wamuyu Wangu, Masters Student at Tangaza University, inviting you to take part in research study that aims at investigating the influence of principals' leadership practices on teachers' self-efficacy in public secondary schools in Westlands Constituency. Your insights are an invaluable to this study.

Expected cost: As a participant in this study, you will not incur any cost. Moreover, you are free to leave the journey at any stage without negative consequences.

Advantages of participating in the study: By accepting to take part in this study, you will contribute invaluablely to the field of education, particularly in understanding how principals' leadership practices influence teachers' self-efficacy. Making this study a success will also benefit Westlands Constituency in matters regarding effective practices by principals. Participation in this study will not attract any monetary benefits.

Potential risks: While the researcher strives to minimize any risks, your participation in this study may may evoke emotional distress or discomfort while discussing your experiences and perception of leadership practices. In case you experience any discomfort, you are encouraged to take breaks or stop participating at any time.

Rights of participants: You have a right to call the researcher for any clarification or concerns related to filling out the questionnaire. You have also the right to withdraw from the study at any point without any negative consequences.

Sharing of Study Results: Since this study is purely for enhancing educational practices, the findings are intended to bridge the gap in the literature and also add to the body of knowledge on principals' leadership practices on teachers' self- efficacy. Therefore, the results of the research will be published as well as provided in a journal for public consumption.

Contact person: For any questions or matters regarding the study, please contact the researcher: (Sr. Mikielinah Wamuyu Wangu – 0728243633)

Consent and signature: I accept to participate in the study under the conditions described.

Signature: Date.....

APPENDIX 3: Questionnaire for Teachers

The purpose of this questionnaire is to collect data on the *Influence of principals' Leadership Practices on Teachers' Self-efficacy*. Please take some time to complete it as honestly as possible. Your responses will provide valuable information that can facilitate improvement on leadership practices in our schools. The researcher assures you that the information gathered will be used for academic purposes only and will be treated with utmost confidentiality. Your responses will be anonymized ensuring that no personally identifiable information will be disclosed. Therefore, you need not write your name. Thank you in advance.

Section A: Demographic Information

Instructions: In the questions provided, answer according to the instruction under each.

1. Kindly indicate your gender by placing a tick in the spaces provided:

(Male)..... (Female).....

2. Years of Teaching Experience:

1-5 years	6-10 years	11-15 years	16-20 years	21 years and above

Section B: Influence of Principals' Motivation on Teachers' Self- efficacy

1. To what extent do you agree with the following statements regarding your principal's motivational practices. Kindly answer by placing a tick in the box following this rate; (1-Strongly disagree, 2- Disagree, 3-Neutral, 4-Agree, 5- Strongly agree).

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	1	2	3	4	5
My principal facilitates access to professional development opportunities					
My principal recognizes and rewards teachers' efforts and achievements					
My principal provides supportive leadership that enhances my motivation and confidence					
My principal grants me autonomy in making instructional decisions					
My principal fosters a positive school climate that enhances teacher motivation					
My principal ensures job security through fair and transparent policies					

Open-ended Questions

Instructions: For the questions below, provide a brief answer in the spaces provided.

1. In what ways has your principal’s support influenced your motivation and job satisfaction as a teacher?

2. How do you think teacher motivation and self- efficacy can be improved in your school?

Section C: Influence of Principals’ Delegation of Duties on Teachers Self- efficacy

1. To what extent do you agree with the following statements regarding your principal’s delegation practices. Kindly answer by placing a tick in the box following this rate; (1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree, 5- Strongly agree).

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	1	2	3	4	5
My principal always encourages me to belief in myself while executing delegated duties					
Delegation of duties has enhanced teachers’ confidence in their teaching abilities					
Delegation reinforces teachers’ ability to manage classroom effectively					
Delegation has enhanced teachers’ engagement with students					
Delegation enhances teachers’ collaboration with colleagues					
Delegation enhances teachers’ overall job satisfaction					

Open-ended Questions

Instructions: For the the questions below, provide a brief answer in the spaces provided.

1. In what ways has the delegation of duties by your principal impacted your professional growth and self- efficacy?

2. What improvements would you suggest to enhance the effectiveness of delegation practices in your school?

Section D: Influence of Professional Development on Teachers' Self- efficacy

1. How many Professional Development programmes have you attended in the past year? Respond by putting a tick in the box provided.

1-2	3-4	5 or more

2. To what extent do you agree with the following statements regarding how professional development has influenced your self- efficacy? Kindly answer by placing a tick in the box following this rate; (1-Strongly disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly agree).

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	1	2	3	4	5
PD programmes in my school are varied					
PD programmes are customized to meet teachers' individual needs					
PD programmes have improved my teaching skills					
PD programmes have increased my confidence in managing the classroom					
PD programmes have enhanced my ability to engage students effectively					
PD programmes have positively impacted my instructional management skills					

Open-ended Questions

Instructions: For all the questions below, provide brief answers in the spaces provided.

1. In your opinion, how can the implementation of PD programmes be improved in your school? _____

2. What additional support do you believe is necessary to enhance your professional development and self- efficacy?

Section E: Influence of Principals' Communication Practices on Teachers' Self-efficacy

1. To what extent do you agree with the following statements regarding your principal’s communication practices. Kindly answer by placing a tick in the box following this rate; (1- Strongly disagree, 2- Disagree, 3-Neutral, 4-Agree, 5- Strongly agree).

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	1	2	3	4	5
My principal always communicates the school vision and goals					
My principal always communicates clearly the school policies and expectations					
My principal always provides constructive feedback on the teachers’ performance					
My principal always involves teachers in decision making processes within the school					
My principal is always accessible for communication for both formal and informal discussions					
Principal’s communication motivates me to try new teaching methods and belief in my ability to impact positively on students’ learning					

Open- ended Questions

Instructions: For the questions below, provide brief answers in the spaces provided.

1. What communication practices from your principal do you find most beneficial?

2. What areas of communication do you think your principal could improve on to better support teachers?

Thank you for your time and insights. Your contributions are highly appreciated and will be invaluable for this research.

APPENDIX 4: Questionnaire for Deputy Principals

The purpose of this questionnaire is to collect data on the *Influence of principals' Leadership Practices on Teachers' Self-efficacy*. Please take some time to complete it as honestly as possible. Your responses will provide valuable information that can facilitate improvement on leadership practices in our schools. The researcher assures you that the information gathered will be used for academic purposes only and will be treated with utmost confidentiality. Your responses will be anonymized ensuring that no personally identifiable information will be disclosed. Therefore, you need not write your name. Thank you in advance.

Section A: Demographic Information

Instructions: In the questions provided, answer according to the instruction under each.

1. Kindly indicate your gender by placing a tick in the spaces provided:

(Male)..... (Female).....

2. Years of Teaching Experience:

1-5 years	6-10 years	11-15 years	16-20 years	21 years and above

Section B: Influence of Principals' Motivation on Teachers' Self- efficacy

2. To what extent do you agree with the following statements regarding your principal's motivational practices. Kindly answer by placing a tick in the box following this rate; (1-Strongly disagree, 2- Disagree, 3-Neutral, 4-Agree, 5- Strongly agree).

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	1	2	3	4	5
My principal facilitates access to professional development opportunities					
My principal recognizes and rewards teachers' efforts and achievements					
My principal provides supportive leadership that enhances my motivation and confidence					
My principal grants me autonomy in making instructional decisions					
My principal fosters a positive school climate that enhances teacher motivation					
My principal ensures job security through fair and transparent policies					

Open-ended Questions

Instructions: For the questions below, provide a brief answer in the spaces provided.

1. In what ways has your principal's support influenced your motivation and job satisfaction as a teacher?

2. How do you think teacher motivation and self- efficacy can be improved in your school?

Section C: Influence of Principals' Delegation of Duties on Teachers Self- efficacy

1. To what extent do you agree with the following statements regarding your principal's delegation practices. Kindly answer by placing a tick in the box following this rate; (1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree, 5- Strongly agree).

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	1	2	3	4	5
My principal always encourages me to belief in myself while executing delegated duties					
Delegation of duties has enhanced teachers' confidence in their teaching abilities					
Delegation reinforces teachers' ability to manage classroom effectively					
Delegation has enhanced teachers' engagement with students					
Delegation enhances teachers' collaboration with colleagues					
Delegation enhances teachers' overall job satisfaction					

Open-ended Questions

Instructions: For the the questions below, provide a brief answer in the spaces provided.

3. In what ways has the delegation of duties by your principal impacted your professional growth and self- efficacy?

4. What improvements would you suggest to enhance the effectiveness of delegation practices in your school?

Section D: Influence of Professional Development on Teachers' Self- efficacy

1. How many Professional Development programmes have you attended in the past year?
Respond by putting a tick in the box provided.

1-2	3-4	5 or more

2. To what extent do you agree with the following statements regarding how professional development has influenced your self- efficacy? Kindly answer by placing a tick in the box following this rate; (1-Strongly disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly agree).

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	1	2	3	4	5
PD programmes in my school are varied					
PD programmes are customized to meet teachers' individual needs					
PD programmes have improved my teaching skills					
PD programmes have increased my confidence in managing the classroom					
PD programmes have enhanced my ability to engage students effectively					
PD programmes have positively impacted my instructional management skills					

Open-ended Questions

Instructions: For all the questions below, provide brief answers in the spaces provided.

1. In your opinion, how can the implementation of PD programmes be improved in your school?

2. What additional support do you believe is necessary to enhance your professional development and self- efficacy?

Section E: Influence of Principals' Communication Practices on Teachers' Self-efficacy

1.To what extent do you agree with the following statements regarding your principal’s communication practices. Kindly answer by placing a tick in the box following this rate; (1- Strongly disagree, 2- Disagree, 3-Neutral, 4-Agree, 5- Strongly agree).

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	1	2	3	4	5
My principal always communicates the school vision and goals					
My principal always communicates clearly the school policies and expectations					
My principal always provides constructive feedback on the teachers’ performance					
My principal always involves teachers in decision making processes within the school					
My principal is always accessible for communication for both formal and informal discussions					
Principal’s communication motivates me to try new teaching methods and belief in my ability to impact positively on students’ learning					

Open- ended Questions

Instructions: For the questions below, provide brief answers in the spaces provided.

1. What communication practices from your principal do you find most beneficial?

2. What areas of communication do you think your principal could improve on to better support teachers?

Thank you for your time and insights. Your contributions are highly appreciated and will be invaluable for this research.

APPENDIX 5: Principal's Interview Guide

The purpose of this interview is to collect data on the *influence of principal's leadership practices on teachers' self-efficacy*. Your input as a principal is valuable in understanding the dynamics of leadership within your school. The researcher therefore requests you to participate in this research. The researcher assures you that the information gathered will be used for academic purposes only and will be treated with utmost confidentiality. Your responses will be anonymized ensuring that no personally identifiable information will be disclosed. Thank you in advance.

Section A: Demographic Information

1. What is your highest level of education?

- Diploma in Education
- Bachelor's Degree
- Master's Degree
- Doctorate (PhD)
- Other (please specify) _____

2. How many years have you served as a principal?

- Less than 5 years
- 5 – 10 years
- 11 – 15 years
- More than 15 years

3. What type of school do you currently lead?

- National School
- Extra County School
- County School
- Sub-County School

4. What is the approximate student population in your school?

- Less than 500 students
- 500 – 1,000 students
- 1,001 – 1,500 students
- More than 1,500 students

5. How many teachers are currently employed in your school?

- Less than 20 teachers
- 20 – 50 teachers
- 51 – 100 teachers
- More than 100 teachers

1. What is the average performance in the national secondary examinations for the last five years?
 - E- D Plain
 - D Plus – C(Plain)
 - C Plus – B (Plain)
 - B Plus and above

Section B: *Influence of Principals' Motivation on Teachers' Self-Efficacy*

1. What do you consider to be the most important factors that motivate teachers in your school?

2. In your opinion, what specific strategies work best to enhance teacher performance and self-efficacy?

3. In your opinion, how do your motivational practices impact teachers' confidence in their teaching abilities?

4. How do you tailor your motivational practices to address the unique needs and challenges of individual teachers in your school?

Section C: *Influence of Principals' Delegation of Duties on Teachers' Self-Efficacy*

5. What do you think are the key components of effective delegation in a school?

6. In your opinion, why do you think delegation of duties is important for teachers?

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7. In your opinion, how does delegating duties influence teachers' confidence in their teaching abilities?

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8. Have you ever had to retract a delegated task? What were the circumstances?

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Section D: Influence of Professional Development on Teachers' Self-Efficacy

9. What types of professional development programmes are offered at your school?

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10. In your opinion, what should a principal consider to ensure that professional development programmes align with both the school's goals and teachers' needs?

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11. In your opinion, how have professional development programmes impacted teachers' confidence and classroom practices in your school?

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12. How do you assess the effectiveness of professional development programmes in enhancing teachers' self- efficacy and overall performance?

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Section E: Influence of Communication on Teachers' Self-Efficacy

13. How do you communicate the school's vision and goals to your staff, and how frequently?

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14. In your opinion, what methods are most fruitful while providing feedback to teachers, and how can a school principal balance positive and constructive feedback?

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15. What strategies do you find most beneficial in supporting teachers' effectiveness through communication?

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16. In your opinion, in what ways do communication practices influence teachers' beliefs in their ability to impact student learning?

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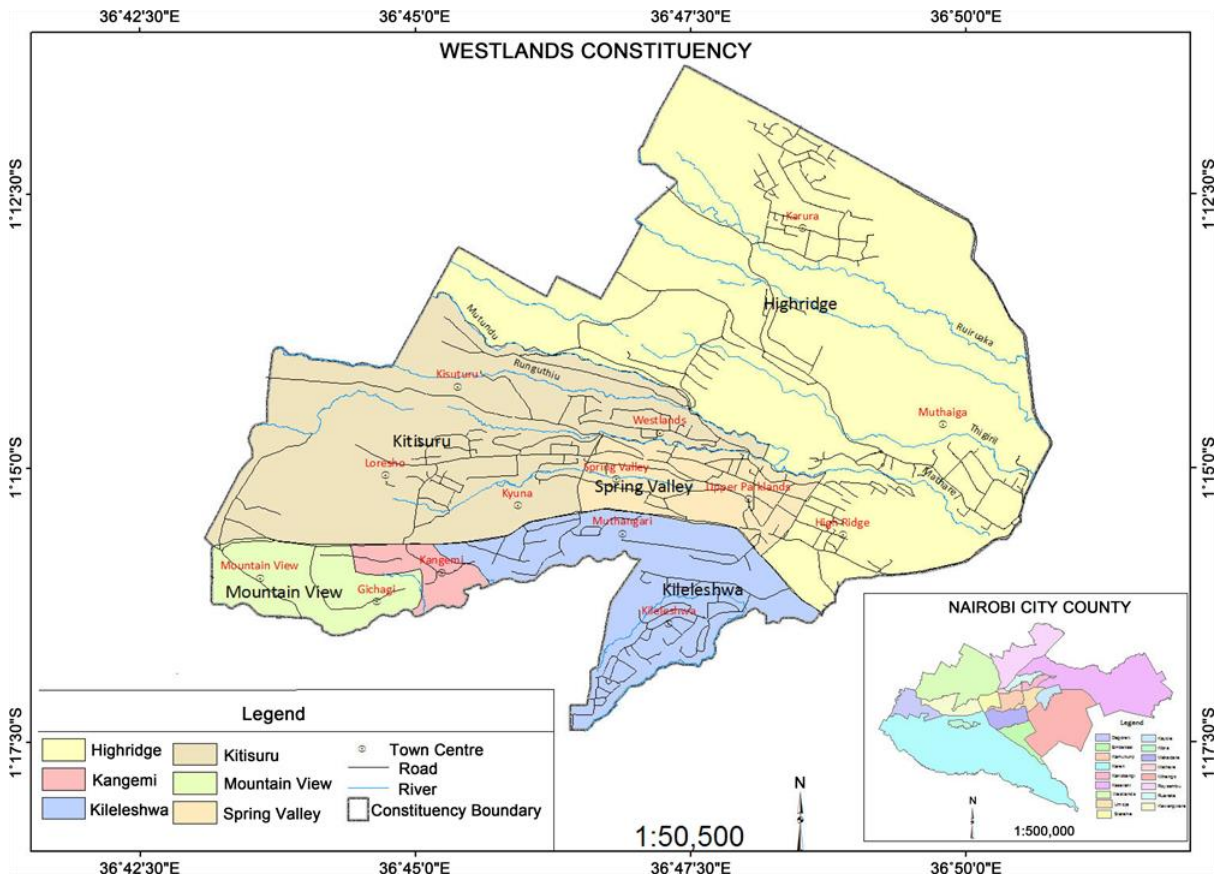
Tentative Question for Further Probing

17. Do you have any recommendations for other principals on enhancing teachers' self-efficacy through leadership practices?

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

Thank you for your time and insights. Your contributions are highly appreciated and will be invaluable for this research.

APPENDIX 6: Map of Westlands Constituency



APPENDIX 7: Similarity Index

The screenshot shows a Turnitin report for a student from Tangaza University College. The overall similarity is 9%. The report is divided into Match Groups and Top Sources sections. Match Groups include: 71 Not Cited or Quoted (5%), 42 Missing Quotations (4%), 1 Missing Citation (0%), and 0 Cited and Quoted (0%). Top Sources include: 6% Internet sources, 3% Publications, and 4% Submitted works (Student Papers). The report also shows 0 Integrity Flags for Review. A note at the bottom explains that flags are used to identify inconsistencies and recommend further review.

turnitin Page 2 of 63 - Integrity Overview

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- 71 Not Cited or Quoted 5%
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- 1 Missing Citation 0%
Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

- 6% Internet sources
- 3% Publications
- 4% Submitted works (Student Papers)

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A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

APPENDIX 8: Data Analysis Matrix for Mixed Methods Study

Research Objective	Data Collection Method	Data Analysis Procedures	Expected Outcome
1: To determine the influence of principals' motivation on teachers' self-efficacy in public secondary schools in Westlands Constituency- Nairobi County, Kenya.	Questionnaires and In-depth Interview Guide.	Statistical tool (Spearman's rho for quantitative data. Presented in tables Thematic analysis for qualitative data. Presented in direct quotations and narratives	Identification of the impact of motivational strategies on teachers' self- efficacy. In-depth understanding of how motivation affects teachers' self-efficacy.
2: To assess the extent to which principals' delegation of duties enhances teachers' self-efficacy in public secondary schools in Westlands Constituency- Nairobi County, Kenya.	Questionnaires and In-depth Interview Guide	Statistical tool (Spearman's rho for quantitative data. Presented in tables Thematic analysis for qualitative data. Presented in direct quotations and narratives	Statistical assessment of the influence of delegation on teachers' self- efficacy. In-depth understanding of how delegation of duties affects the efficacy of teachers.
3: To investigate how principals' provision of teachers' professional development influences teachers' self-efficacy in public secondary schools in Westlands Constituency- Nairobi County, Kenya.	Questionnaires and In-depth Interview Guide	Statistical tool (Spearman's rho for quantitative data. Presented in tables Thematic analysis for qualitative data. Presented in direct quotations and narratives	Investigation of the relationship between professional development and teachers' self-efficacy. Comprehensive descriptions of teachers' experiences with professional development opportunities.
4: To examine how principals' communication influences teachers' self-efficacy in public secondary schools in Westlands Constituency- Nairobi County, Kenya.	Questionnaires and In-depth Interview Guide	Statistical tool (Spearman's rho for quantitative data. Presented in tables Thematic analysis for qualitative data. Presented in direct quotations and narratives	Evaluation on influence of communication strategies on teachers' self- efficacy Qualitative insights into the influence of communication on teachers' self- efficacy.

APPENDIX 9: Research Permit



REPUBLIC OF KENYA

Ref No: **632549**



**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Date of Issue: **10/March/2025**

RESEARCH LICENSE



This is to Certify that Sr. MIKHAELINAH WAMBUYU WANGU of 'Tangaza University', has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: INFLUENCE OF PRINCIPALS' LEADERSHIP PRACTICES ON TEACHERS' SELF-EFFICACY IN PUBLIC SECONDARY SCHOOLS IN WESTLANDS CONSTITUENCY, NAIROBI COUNTY, KENYA for the period ending : 10/March/2026.

License No: **NACCISTU/25/016580**

Applicant Identification Number

632549



Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
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See overleaf for conditions

APPENDIX 11: Research Authorization from the County Commissioner Office



**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION**

Telegrams:
Telephone: Nairobi 316845/ 341666
When replying please quote

COUNTY COMMISSIONER
NAIROBI COUNTY
P.O. Box 30124-00100
NAIROBI

11th March, 2025

REF: ED 10/6VOL.XXIX (115)

Mikielinah Wamuyu Wangu
TANGAZA UNIVERSITY

RE: RESEARCH AUTHORIZATION

Your letter dated 10th march, 2025 refers.

This office has no objection and authority is hereby granted to conduct research on the topic "**Influence of Principals' Leadership Practices on Teachers' Self-Efficacy in Public Secondary Schools in Westlands Nairobi, Kenya**" for the period ending 10th March, 2026.

PERIS W. MAINA
For: COUNTY COMMISSIONER
NAIROBI

Cc: Deputy County Commissioner
Westlands subcounty