

INFLUENCE OF PRINCIPALS SUPPORT FOR TEACHERS' PROFESSIONAL GROWTH ON TEACHERS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KIENI EAST SUB COUNTY.

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ABSTRACT

Support methods used by school administrators are a crucial management function when it comes to motivating human resources with the ultimate objective of accomplishing institutional goals. Teacher performance is a sign of how well a principal's support strategies are working. This study sought to assess the influence principal's support for teachers' professional growth on teachers' performance in public secondary schools in Kieni East Sub County. The study was anchored under path goal theory by Robert- House. The study target population consisted of 26 principals and 377 teachers who were drawn from the 26 public secondary schools in the Sub-County. The researcher used stratified random sampling to sample the teachers and a purposive sampling to select all the principals. Questionnaires and interviews were utilized as tools for collecting data in this study. A pilot study was conducted, where a sample of 10% of the study sample size was utilized. This helped to establish the validity and reliability of the data collection instruments. The Quantitative data was analyzed using descriptive statistics including frequencies mean, standard deviation and percentages. The Statistical Package for Social Sciences (SPSS) version 27 was utilized in running the analysis. The quantitative data was presented in form of pie charts, bar graphs and tables. On the other hand, qualitative data was analyzed using content analysis and was presented in continuous prose. The quantitative and the qualitative results revealed that principal supervision practices, principal motivation practices, principal professional development practices and principal support of teacher's welfare affected teacher performance. The study concluded that principals' support practices affect teachers' performance in public secondary schools in Kieni East Sub County, Kenya. The study recommended that principals should ensure that they create a friendly environment so that the teachers may have a humble working environment to enhance performance.

Key words: support practices, growth, path goal

INTRODUCTION

Background of the study

Organizational productivity is an increasing issue for those with a vested interest in education. The principal, as the school's top administrator, is accountable for maximizing the effectiveness of all school resources, both human and otherwise, to provide the best possible secondary school education for students. No other panels can match the impact that instructors have on student achievement (Yuniah et al., 2015). School administration must consistently back them up so that they may do their jobs without interruption. Egboka (2018) argues that administrators should provide teachers the managerial resources they need to do their jobs properly. In addition to teaching, teachers are also expected to provide guidance and counseling to students, enforce classroom rules, manage student behavior and contribute to the creation of curricula. To put it simply, educators at all levels are crucial to the success of any educational system (Etomes & Molua, 2019).

By providing a positive environment in which employees can do their jobs well, managers may help ensure the best possible results from their teams. Akinfolarin and Emetarom (2017) state that support practices are aimed at creating a pleasant setting in which employees may do their best job. Nwite (2016) defined support practices in the education sector as the creation of a favorable working environment in which educators can efficiently

provide students with the necessary assistance. Management support practices in education, as defined by Akinfolarin and Emetarom (2017), are "those supporting management functions designed to improve the delivery of teaching or the achievement of school goals and objectives." Therefore, the principal's level of support is crucial to the success of teachers in their roles and responsibilities.

The teaching profession, as outlined by Ezeugbor (2015), is one that calls for high levels of experience, knowledge, and specialized abilities, all of which must be maintained via active and constant professional development. Werner and Desimone (2012) defined professional development as an organization's deliberate and methodical efforts to help its employees acquire the knowledge and abilities they'll need to do their jobs successfully now and in the future. Through professional development, educators may gain the skills and knowledge necessary to do their jobs well. It boosts respect for educators and the teaching profession as a whole. Educators' effectiveness may be improved via a variety of professional development strategies. This includes, but is not limited to, study leave for retraining classes, research opportunities, conferences, seminars, and symposiums.

In a similar vein, principals play a crucial role in the administration of secondary schools in Kenya as it relates to the education of the student. Principals manage by virtue of their position, and the effectiveness of their managing tasks greatly affects whether they succeed or fail (Onuma, 2015). Teachers should get the managerial assistance they need from their principals in order to work efficiently at their institutions (Mansfield et al., 2016). In other words, administrators should implement management strategies that support teachers' workloads and efficient use of the human and material resources at their disposal. An administrative leader in charge of planning, managing, and coordinating responsibilities, which include the administration of human, material, financial, and temporal resources with a view to attaining the school's goals and objectives, is the Principal in secondary schools (Igoni, 2020).

The implementation of the policy at the classroom level is carried out by teachers, who are crucial members of the teaching profession. As a result, they combine their efforts for maximum productivity, which results in the achievement of the aims and objectives of the school (Gistarea, 2013; Ifediorah & Okaforcha, 2019). In this sense, the atmosphere in which teachers carry out their responsibilities cannot be disregarded since it greatly affects how well they perform. In a setting that is agreeable, energetic, adaptive, accommodating, helpful, and pleasant, teachers are encouraged to improve their performance and collaborate closely for optimal productivity. School leadership support services, according to a number of academics in the United Kingdom (UK), are crucial in deciding the performance of educational institutions (Bush, 2020). The research highlighted the importance of motivation as a key technique for increasing teacher dedication. The likelihood of an employee quitting or exhibiting other forms of disengagement, such as absenteeism, is lower when they are devoted to their work (Saraih et al, 2020).

In the United States of America (USA), the principal of a school is the highest-ranking administrator in charge of elementary, middle or high schools. They are in charge of their schools' day-to-day operations. This includes ensuring that all school infrastructure is secure and functional, creating and enforcing comprehensive disciplinary guidelines, and dividing up supervisory duties among teaching staff (Buckner, 2019). Because of how important teachers are to accomplishing the school's mission, the administrator in charge must be motivated to take action in order to improve their performance.

The primary responsibility of school leadership in China is to promote teaching and learning. This designates the principal as the top executive in charge of running the institution (Feng, 2020). The principal is also in charge of making major decisions for the school, such as approving the action plan for teacher development, appointing or dismissing middle managers, and changing intra-school institutions and posts, as well as outlining major reform initiatives and new rules and regulations (Feng, 2020). As a result, the administrative support from the school leadership vested in the principle will determine how well teachers perform.

Staff professional development techniques like seminar, in-service training, or workshops represent one of the most promising strategies to improve classroom instruction, according to a research done by Rashid et al. (2017) on the reforms of English teaching in Malaysia. Facilitating teachers' access to ongoing professional development is crucial for keeping them abreast of the latest developments in education. According to a research by Amina (2014) titled "Analysis of Staff Personnel Services in Public Junior Secondary Schools in the Wa Municipality of Ghana's Upper West Region," one of the main ways in which principals and superintendents help their teachers grow and improve is via in-service training. In order for teachers to carry out their instructional delivery tasks in a professional way, the principal is tasked with offering management support practices in the form of training and retraining.

According to Asogwa et al. (2020), school administration in Nigeria prioritizes efficiency and effectiveness through coordinating efforts amongst teachers and support personnel. One of the research's key findings is that administration may help schools achieve their goals and objectives by encouraging and inspiring their staff and pupils. The results of this research stress the significance of management-support methods for improving teacher output in Nigeria's secondary schools. In Tanzania, the role of the principle is to oversee the smooth functioning of the whole school in order to improve both the efficiency and quality of instruction for students. The

Education and Training Policy document of Tanzania makes this point quite clear. That means supervising instructors to enhance their performance in the classroom and coordinating opportunities for teachers to get training and retraining (Pastory, 2017).

Principals are in charge of keeping an eye on instructors to make sure that everyone in the building is working together to accomplish the school's goals. With this in mind, administrators provide support for educators as they develop core skills necessary for improved subject-matter instruction (Yousaf et al, 2018). Good school administrators listen to their teachers' concerns, adjust their direction based on that input, and finally push their staff members to achieve the desired results (Namutebi, 2019).

Specifically, Njeri (2014) found that principals in the Bomet Central Sub-County of Kenya had a significant impact on the work satisfaction of secondary school teachers via their supply of welfare services, acknowledgement of their effort, and usage of incentives. Because of this, researchers in Kieni East Sub County need to look at the management and support techniques of principals to see how they affect teacher productivity. Evidence suggests that one's degree of motivation affects their level of performance. Stronge (2018) found that teacher motivation was the most significant factor in determining classroom climate. Sahito & Vaisanen's (2019) results support the idea that pleased and motivated employees are more likely to put in extra effort for the benefit of their business. Employees whose needs, ambitions, and aspirations are stymied by the company tend to feel devalued, lose interest in their job, and get dissatisfied, as observed by Denga, referenced in Akpan (2015). Thus, the dispositions and motivations of secondary school educators might be affected by the delivery and administration of support services. Teachers might be inspired to work hard and become excited about achieving school goals when they work in well-managed, efficient schools.

Ajani (2021) asserts that the dedication of secondary school teachers to their institutions is affected by the services they get. Staff development, working environment, and teacher motivation were found to be the three most important services for supporting teachers in this research. Staff development and training may have a major impact on teachers' dedication and output in the classroom. According to Ifediorah and Okaforcha (2019), investing in such services for teachers allows them to hone their craft, inspires them to give their all, and guarantees that they will keep giving their all until the school's goals are met. Staff development is linked to an uptick in instructors' work ethic, demeanor, and proficiency in the classroom.

Varying levels of success on annual national exams have been seen throughout Kenya's secondary schools. The principal's collegial and effective or customized and ineffective procedures in supporting teachers are a major influence. When principals put their support strategies into action, they make sure that anything that may possibly boost teachers' performance really does (Owan & Agunwa, 2019). As a result of the push to improve outcomes, educators have been working to better define and comprehend the many practices that have a bearing on student performance and learn how these practices may be used to improve the effectiveness of various student populations' interactions with instructors. This study therefore sought to establish the influence of principal's support practices on teachers' performance in public secondary schools' in Kieni East Sub County of Nyeri County, Kenya.

Statement of the Problem

In reference to records available from the office of the Sub County Director of Education Kieni East Sub County (2021), the performance of students in KCSE in Kieni East Sub-County has not only been poor but also spiraling downwards. This has culminated in the sub county scoring a mean grade of D+ (plus) at KCSE level for a period of four consecutive years. This indicates that, on average, the students in the sub county scored a grade D+ (plus), a grade way below the minimum diploma entry point in Kenya not to mention University entry. Report from the TSC Sub County Director Kieni East Sub County (2021) revealed that the average percentage annual teachers' lesson attendance for the last four years stood at 88% in public secondary schools in Kieni East Sub County. This is a reasonable level of lesson attendance that should go with better academic performance but to the contrary the output is on a trend far below the expectations of stakeholders. This unsatisfactory state of affairs of poor academic achievement by students vis-a-vis high rate of lesson attendance by teachers could be as a result of obsolete teaching methods and inability of teachers to acquire relevant skills to discharge their teaching duties in an effective way. It is against this premise that this study sought to assess the influence of principals' application of support practices on teachers' job performance in secondary schools in Kieni East Sub County.

Research Objective

To determine the extent to which principals support for teachers' professional growth affect teachers' performance in public secondary schools in Kieni East Sub County.

LITERATURE REVIEW

Theoretical literature review

Path Goal Theory by Robert- House

Path Goal Theory, first proposed by Robert J. House (1971) and revised in 1996, will serve as the theoretical foundation for this investigation. For House, a leader's actions should be guided by how happy, motivated, and

productive their employees are. According to the Path Goal Theory, a competent leader gives followers detailed instructions, establishes challenging objectives, takes an active role in their pursuit, and provides moral support along the way. A leader makes way for his or her followers. According to Dixon and Hart (2010), the path-goal theory suggests that in order to boost junior employees' performance, upper management should exhibit traits including adaptability, clear communication, direction, a firm foundation, and incentives. This notion suggests that in order to effectively lead their teams, managers should eliminate any obstacles their employees face and make the desired destination as clear as possible. (House, 1971)

Path Relevant to this inquiry is goal theory, which views the character of leadership as a significant factor in the efficiency of subordinates. According to this view, a company's success depends on the efforts of its individual members, and it is the responsibility of upper-level managers to inspire and guide their subordinates to do their part (McShane & Glinow, 2010). Participatory, supporting, directive, and achievement-oriented modes of leadership are the four tenets of this paradigm (Alanazi, Khalaf & Rasli, 2013). The goal of participatory leadership is to increase the efficiency of institutions by soliciting and implementing novel suggestions from their constituents. When a principal has an encouraging attitude toward his or her personnel, it inspires them through strengthening links of affection and trust. Administrators take a commanding role in fostering their employees' skillsets by arranging and directing professional development opportunities. Finally, a principal might take an achievement-oriented approach by setting rigorous standards for employees and insisting on continuous advancement. As a result of the principal's encouragement, instructors are able to address their own learning needs and raise student achievement. Principals have an impact on teachers' mindsets by establishing demanding, performance-enhancing objectives. The principal's strategies help keep the staff happier and more productive. Administrators may inspire their staff by delegating tasks, eliminating roadblocks, fostering positive connections, boosting morale, reducing monotony in the workplace, and offering constructive feedback on performance (Olowoselu, bin Mohamad & Mohamed, 2019).

This theory is also relevant to the research because it explains how effective leaders operate in a way that improves the working conditions for everyone in the company. As a result, the idea acknowledges that a leader's influence is crucial to success (Malik, 2012). The principal's role in boosting teachers' confidence and relieving their worry via administrative measures that relieve stress is mutually beneficial.

This theory is relevant to the present investigation since it posits that a leader's actions have a causal effect on the efficiency of their followers. For the purposes of this research, the relationship between the principal, teachers, and the school's culture is of utmost importance in enhancing educators' professional development. When a principal is invested in their teachers' success, both academically and personally, they are better able to supervise their work, help them develop professionally, keep them motivated, and look out for their well-being. Happiness among educators stems from their ability to further their professional growth and enhance their own expertise and pedagogical skills. Because of this, educators get knowledge and assurance in professional growth (Olowoselu, bin Mohamad & Mohamed, 2019).

Empirical Literature

Influence of Professional Growth Practices on Teacher's Performance

Teachers' fundamental mandates and assigned tasks should form the basis of their professional development activities, which in turn should be supported by frequent feedback (Avalos, 2011). Teachers may be better prepared to teach and engage in their work if they engage in professional development activities. Bayar (2014) argues that in order for schools to increase the quality of education for all students, administrators' growth practices must be taken seriously and key stakeholders must understand their responsibilities to develop the staff. Teachers' own personal and professional development is an essential part of making schools better.

Teachers' fundamental mandates and assigned tasks should form the basis of their professional development activities, which in turn should be supported by frequent feedback (Avalos, 2011). Teachers may be better prepared to teach and engage in their work if they engage in professional development activities. Bayar (2014) argues that in order for schools to increase the quality of education for all students, administrators' growth practices must be taken seriously and key stakeholders must understand their responsibilities to develop the staff. Teachers' own personal and professional development is an essential part of making schools better. The research also found out that schools led by inexperienced administrators saw no drop in performance as a result of implementing the program. Disappointments exist in the research on both a philosophical and a contextual level. While the previous research linked principal's professional development to student achievement, the present study aims to do the opposite by examining the impact of the influence of principals' encouragement of teachers' professional development on classroom results. This research concentrated on public secondary schools in the Kieni East Sub-County of Nyeri County, Kenya, therefore there was a significant difference in context between the original study and the target population.

Alam and Farid (2011) conducted research in Rawalpindi, Pakistan, on what influences secondary school teachers' motivation. Teachers felt their pay was inadequate in comparison to their expertise and experience, according to the study's results. Teachers should be compensated in a way that takes into account their talents,

experience, and expertise in the classroom, as advised by the research. Given that it was conducted in Pakistan and dealt only with the inspiration offered by advancement in one's career, the research also has some significant shortcomings in its scope and contextualization. This research examined the impact of teachers' participation in professional development activities on their effectiveness in the classroom, and it took place in Kenya. Principals in South Africa's Pinetwon District were the focus of Dladla's (2014) research because she was interested in how they serve as instructional leaders. The results of this research marked a significant change in emphasis from the principal's actions to those of the teachers.

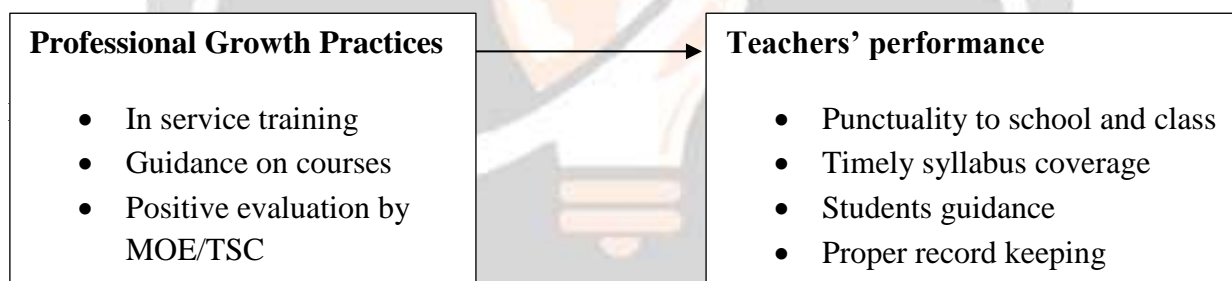
Kithinji (2014) discovered that low-performing schools in Tanzania had a high teacher-pupil ratio, which resulted in teachers being overworked and led to high rates of indiscipline among kids. This research was published in Tanzania. In addition, the investigation discovered that employee training had a statistically favorable association with the overall performance of workers. There is a conceptual void in these research because attention is being paid to factors other than teachers' instructional competence, such as student disobedience and class size. Since the research was conducted in Tanzania and did not focus just on public secondary schools, it reveals important contextual gaps. Mwhiki and Joshat (2019) analyzed how well principals in Kenya's Kirinyaga and Murang'a counties supported their teachers' and students' professional development and academic success. The research found no statistically significant connection between administrators' support of teachers' professional development and student outcomes. The new research filled up this context gap by being done in Nyeri County, while the previous study focused on Murang'a and Kirinyaga Counties.

Conceptual Framework

According to Orodho (2014), a conceptual framework is a standard presentation in which a researcher abstracts, talks to, and illustrates correlations between study variables in either a realistic or diagrammatic format. Hypothesized relationship between independent and dependent variables is shown in Figure 1. The purpose of this study was to determine if the principal's support practices have a direct influence on teacher professional growth, as shown in figure1.

Independent variable.

Dependent variable.



Research Design

A descriptive survey methodology was used for this investigation. Creswell (2009) defines descriptive survey design as a strategy for gathering data via in-depth interviews and/or questionnaires with a representative cross-section of the population. Due to its flexibility in collecting a variety of baseline data, this design served the purposes of this investigation well. According to Nayak and Singh (2021) a researcher may collect data from a sample of people on the phenomena being studied using a descriptive survey research method. Because of the need to delve deeply into the principals' support methods and the nature of the research topic at hand, a descriptive survey approach was ideal for this investigation.

And using a descriptive survey approach, the researcher may get unadulterated data on the study's focus areas. The researcher may next conduct tests to determine the strength of the correlation between the two sets of data (Carlson & Morrison, 2012). In addition, the researcher may use the design to determine what kind of connection exists between the study variables.

Target Population

Target population, as defined by Oso and Onen (2011), includes all of the people or places that are of interest to the researcher. The people, families, or businesses that have some of the same characteristics as the subjects in a study are known as the study population (Cooper & Schindler, 2014). The location of the research was Kieni East Sub-County of Nyeri County in Kenya. There are 26 public secondary schools in Kieni East Sub-County. Everyone in administrative and teaching positions at the public secondary schools in the sub-county was the intended audience. 26 secondary school heads and 377 secondary school teachers make up the sub-county's teaching fraternity (Kieni East Sub-County Education Office, 2021). Therefore, 403 people constituted a subset of the study's population.

Sampling Procedures and Techniques

Selecting a subset of examples from which generalizations may be made about the full population is what is meant by "sampling," as defined by Mujere (2016). Kieni East Sub-County, which includes three Extra County Schools, three County Schools, and twenty Sub-County Schools, served as the sample location (Kieni East Sub County Education Office, 2021). Both stratified random sampling and purposive sampling were used in the investigation. All principals were chosen via purposive sampling due to the small size of the principal population. Conversely, the teachers were chosen by a stratified random selection process. The population was stratified such that the pre-existing population subgroups were reflected in the sample. Given that the populace was divided into distinct classes, this method was acceptable (Bryman, 2015). To avoid any potential for prejudice, the researcher picked respondents using a completely random method.

The schools were separated into three tiers: Extra county schools, county schools and sub county schools. A percentage of the total population was used to determine the exact number of instructors chosen from each group. A sample size of 10%-30% of the population, carefully selected, was sufficient. (Mugenda & Mugenda, 2013). Thirty percent of all teachers were chosen for the research. This gave 113 teachers as respondents. Teachers and principals combined made the total number of respondents to 139 split up.

Data Analysis Techniques and Procedures

Response Rate

There were two sets of respondents namely principals and teachers. The sample size for the principals was 26 whereby the researcher only managed to reach 24 principals. On the other hand, the researcher managed to successfully administer 107 out of a possible 113 questionnaires to teachers. The principals yielded a response rate of 92.3% while the teachers yielded a response rate of 94.7%. This is supported by Babbie (2004) who retorted that 50% response rate is acceptable to publish and analyse, 60% is good and 70% as extremely good. Thus, a response rate of 92.3% for principals and 94.7% for teachers was appropriate.

Demographic Data

Gender of the Respondents

The principals were asked to state their gender. Figure 2 presents the results.

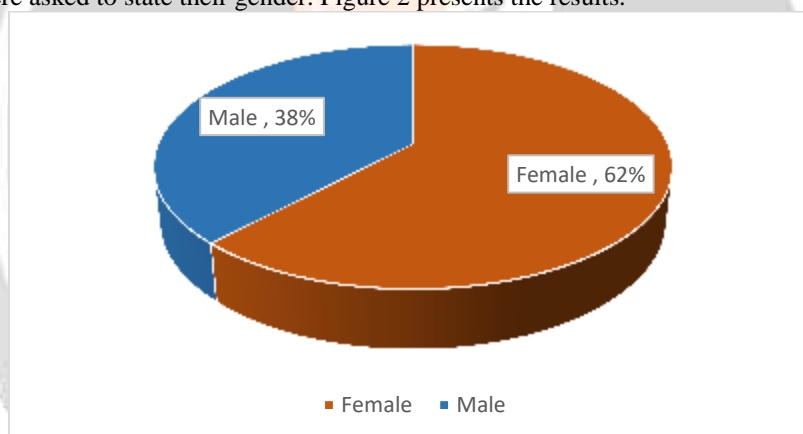


Figure 2: Gender of Principals

Figure 2 illustrates that 62% of the principals were male while 38% were female. This shows that there are more male principals than female principals in Kieni East Sub County. The teachers were also asked to state their gender. The results were as shown in Table 1.

Table 1: Teacher's Gender

| | | Frequency | Percent |
|--------------|--------------|------------|--------------|
| Valid | Male | 57 | 53.3 |
| | Female | 50 | 46.7 |
| | Total | 107 | 100.0 |

Table 1 illustrates that 53.3% of the teachers were male while the 46.7% were female. This shows that there is no gender biasness in the distribution of teachers in public secondary schools in Kieni East Sub-County. Thus the study was gender sensitive, that the responses obtained was not gender biased.

Level of Education of the Teachers

The teachers were asked to state their level of education. The results were as shown in Table 2.

Table 2: Teacher's Education Level

| | | Frequency | Percent |
|--------------|---------|-----------|---------|
| Valid | Diploma | 17 | 15.9 |

| | | |
|-------------------|-----|-------|
| Bachelor's degree | 84 | 78.5 |
| Master's degree | 5 | 4.7 |
| Others | 1 | 0.9 |
| Total | 107 | 100.0 |

Table 2 illustrates that majority 84(78.5%) of the teachers were holders of a Bachelor’s degree, 17(15.9%) had a diploma in education, while only 5(4.7%) had pursued education up to the level Master’s level. One participant representing 0.9% of the total participant indicated that he held a certificate in carpentry and joinery and that he teaches woodwork in one of the schools. This shows that teachers in public secondary schools in Kieni East Sub County are educated and thus they are acquainted with the requisite skills in teaching.

Teaching experience

The teachers were asked to state the period of time they had been in the teaching profession. The responses were as shown in Figure 3.

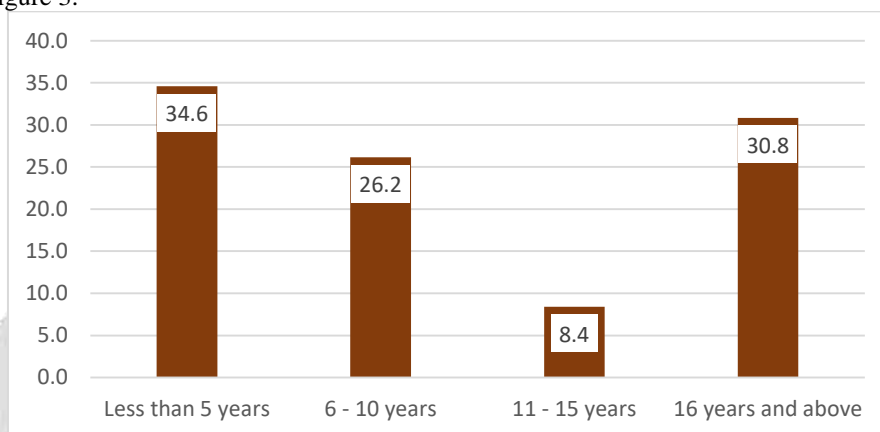


Figure 3: Period of Time in Teaching Profession

Figure 3 illustrates that 34.6% had been in the teaching profession for less than 5 years, 26.2 % of the teachers had been teaching for 6-10 years, 8.4% had been teaching for 11-15 years while the rest 30.8% had taught for more than 16 years. This shows that most of the teachers have been in the teaching profession for a long period of time. This is a pointer that they are well experienced thereby having the capability to offer quality responses to the study variables.

Number of Teachers

The researcher implored the principals to indicate the number of teachers in their school. The responses were as shown in Figure 4.

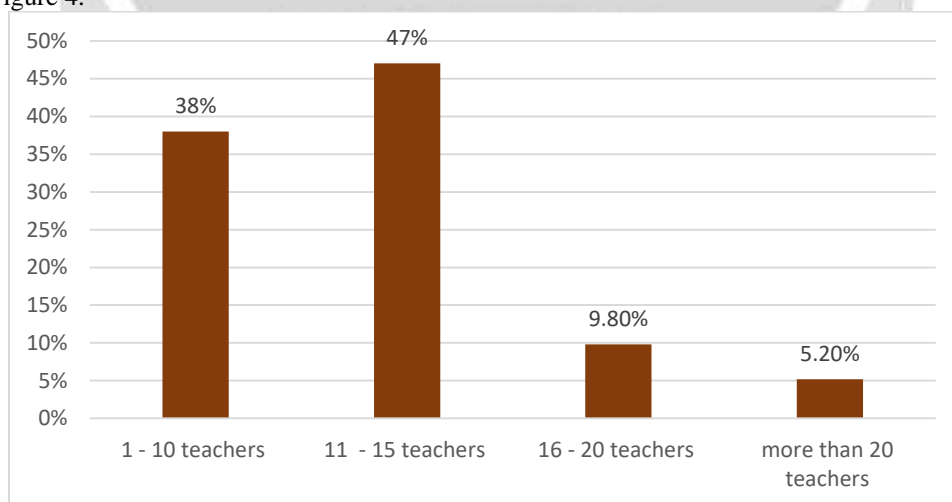


Figure 4: Number of Teachers per School

Figure 4 illustrates that 47% of the principals indicated that they had 11-15 teachers in their school, 38% had 1 – 10 teachers, while 9.8% indicated that their school had 16 - 20 teachers. There was only 5.2% of the principals who indicated that their school had more than 20 teachers. This shows that each school had an adequate number of teachers to ensure that learning goes on as stipulated by the Ministry of Education. The disparity in the number of teachers can be explained by the fact that some schools have a lesser number of streams compared to the others.

Number of Streams

The principals were also asked to state the number of streams in their school. This is as shown on Figure 5.

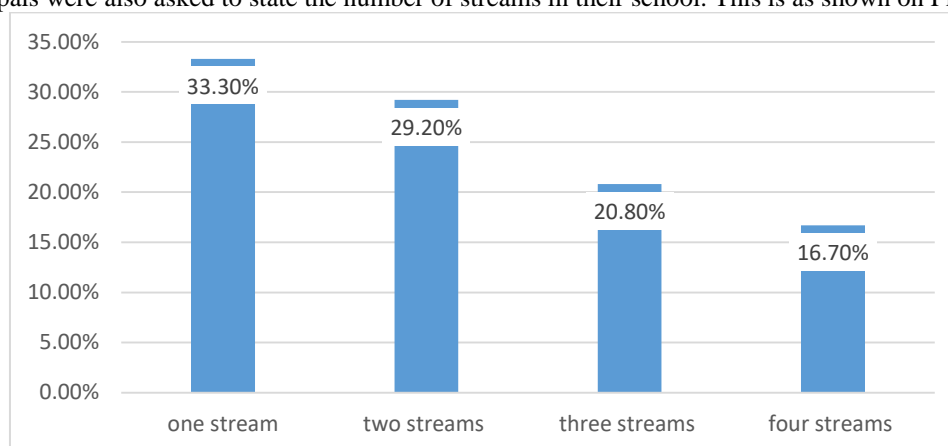


Figure 5: Number of Streams

Figure 5 illustrates that 33.3% of the principals indicated that their school had one stream, 29.2% indicated that their school had two streams, 20.8% indicated that their school had three streams while 16.7% indicated that their school had four streams. This can be explained by the fact that the schools fall under different categories namely: Sub-County, County, Extra- County and National schools and also the enrollment of students per school.

Descriptive Analysis of Study Variables

Effects of Principals' support for Professional Development Practices and Teacher Performance

The second objective sought to determine the extent to which principal's support for teachers' professional growth affect teachers' performance in public secondary schools in Kiari East Sub County. Descriptive data was collected from teachers and the results are shown in Table 3.

Table 3: Principals Professional Development Practices and Teachers' Performance

| Statement | N | Min | Max | Mean | Std. Deviation |
|--|-----|-----|-----|------|----------------|
| Principal plans in-service training sessions for teachers to attend after identifying the precise areas that need retraining | 107 | 1 | 5 | 3.43 | 1.254 |
| Principal wants HODs to assess the departmental teachers. | 107 | 1 | 5 | 4.31 | 0.873 |
| Principal invites TSC and MOEST officials to see teachers being evaluated favorably | 107 | 1 | 5 | 3.52 | 1.276 |
| My principal mentors teachers to improve in their profession | 107 | 1 | 5 | 4.43 | 0.973 |
| Principals make it possible for teachers to participate in KEMI training | 107 | 1 | 5 | 3.47 | 1.135 |

| | | | | | |
|--|-----|---|---|------|-------|
| Principal provides guidance for teachers to advance in their fields. | 107 | 1 | 5 | 3.98 | 1.251 |
| Aggregate of mean and Std Deviation | | | | 3.78 | 1.158 |
| Valid N (listwise) | 107 | | | | |

Table 3 depict that teachers were neutral that their principal identifies the specific areas requiring re-training and organizing in-service courses for teachers to attend as supported by a Mean=3.43 and a standard deviation = 1.254. In regard to the practice of the principal inviting the TSC and the MOEST officers for positive evaluation of teachers, the teachers showed a weak agreement with the statement (M=3.52, SD=1.276) and on the principal directing HODs to evaluate teachers in their departments, the teachers agreed (M=4.30) with a low standard deviation (SD=0.873) depicting a low variation in their responses. On the aspect of the principal mentoring teachers to improve in their profession, the study depicts that teachers agreed with the construct as supported by a mean of 4.43 and a standard deviation of 0.973. On the aspect of the principal facilitating for teachers to attend training by KEMI, the study illustrates that teachers had low level of agreement with a mean of 3.52 and a standard deviation of 1.276 showing a wide variation in their responses about the subject. On the principal facilitating teachers to train as national examiners to advance in their fields, teachers agreed on the statement (M=3.98, SD=1.251)

The results show that teachers' responses to the constructs on principals' professional development practice were Neutral and low level of agreement with the values of standard deviation being more than 1 in some cases showing there were varying responses from the teachers. The implication of this finding is that some principals had low self-esteem and were not ready to support their teachers to achieve higher education than the one they have, they were not ready to spend money from the institution to upgrade their teachers' performance potential and were in bad working relationships that did not allow them to support teachers professional growth and eventually improve their performance. The study findings are congruent with those of Bayer (2014) who opined that professional development of teachers is a key component through which teaching and learner achievement can be achieved.

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

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

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

Another principal stated:

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

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

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

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

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

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

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

Another principal noted:

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

Inferential Statistics Analysis

The study sought to assess the influence of principal’s support for teachers’ professional growth on teachers’ performance in public secondary schools in Kieni East Sub County. This was achieved using Spearman-Brown Correlation and linear regression analysis, the research measurements were input and run using SPSS V 27.0.

Spearman-Brown Correlation

The correlation results show the association between various principals’ support practices and teachers’ performance. The results are as shown in Table 4.

Table 4: Spearman-Brown Correlation

| | | TP | PSP | PPDP | PMP | PSTWP |
|-------------|---------------------|--------|--------|------|-----|-------|
| TP | Pearson Correlation | 1 | . | . | . | . |
| | Sig. (2-tailed) | | | | | |
| | N | 107 | | | | |
| PPDP | Pearson Correlation | .773** | .705** | 1 | | |
| | Sig. (2-tailed) | 0.000 | 0.000 | | | |
| | N | 107 | 107 | 107 | | |

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

Results in Table 4 demonstrate that there was a positive association between principal professional development practices and teacher performance as demonstrated by a Spearman’s Rho of 0.773 and a P-value of 0.000.

TP – Teacher Performance

PPDP – Principal Professional Development Practice

Model Summary

Table 5 demonstrates the regression results’ model summary where, standard error of estimate, R square and adjusted R square are presented.

Table 5: model summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .884 ^a | 0.672 | 0.644 | 0.735 |

a. Predictors: (Constant), PPDP

From the model summary, the variables’ association is represented by the correlation coefficient (R) value. Hence, correlation coefficient is 0.884 indicating a positive and strong correlation between principals’ support practice and teachers’ performance. The determination coefficient is R² which indicates the degree of the total contribution of the independent variables on the dependent variable. This model’s R square is 0.672 implying that 67.2% of the total teachers’ performance is attributed to principals’ support practice that are put in place in secondary schools in Kieni East Sub County.

ANOVA

Analysis of variance was utilized in determining the model’s significance. Low variance in the data values is indicated by low F statistic value. A <0.05 significance level demonstrates significance of the model in predicting the outcome variable.

Table 6: Analysis of variance

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|-------|-------------------|
| 1 | Regression | 20.626 | 4 | 5.156 | 9.547 | .000 ^b |
| | Residual | 55.094 | 103 | 0.540 | | |
| | Total | 75.720 | 107 | | | |

a. Dependent Variable: Teacher' Performance

b. Predictors: (Constant), PPDP

The model's significance value was 0.000 which is less than 5% alpha value. Hence, suggesting that the model is statistically significant and that teacher's performance in Secondary schools in Kieni East Sub County is statistically predicted by principal's support practices considered in the study.

Regression Coefficients

Regression coefficients gives a linear association and direction of individual predictor variable with dependent variable. It shows the magnitude of total change in outcome variable due to unit change in each of the independent variables. The regression findings with regard to independent variable coefficients is presented in Table 7.

Table 7: coefficients of Linear Regressions

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--|-----------------------------|------------|---------------------------|-------|-------|
| | B | Std. Error | Beta | | |
| Principal Professional Development practices | 0.430 | 0.102 | 0.033 | 0.290 | 0.001 |

Therefore, the linear association between the variables will assume the form;

$$Y = -0.033 + 0.430X_1 + \varepsilon$$

The regression equation shows that without principal's support practices; Professional Development, teacher's performance per se will keep reducing by 0.033 units. A unit advancement in Principal Professional Development practices affect teacher's performance by a 0.430 factor. This therefore shows that Professional Development affect teachers performance in secondary schools in Kieni East sub county and are all significant given the significance level that are less than 5% alpha value.

Summary of the Results

This section presents the summary of the research findings in line with the study objectives. The study objective sought to establish the effect of principals' professional development practices on teachers' performance in public secondary schools in Kieni East Sub-County. The study findings show that the principals' professional development practices and teacher performance has a positive and significant relationship. This is reflected by the feedback from the teachers who retorted that their principal identified the specific areas requiring re-training for teachers, their principal organized in-service courses for teachers to attend, their principal invited TSC and MOEST officers for positive evaluation of teachers, their principal directed HODs to evaluate teachers in their departments, their principal mentored teachers to improve in their profession, their principal facilitated for teachers to attend training by KEMI, and that their principal facilitated teachers to train as national examiners.

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

the execution of the professional development practice challenging. These challenges included poor morale by some teachers and tight schedules of the teachers.

Conclusions

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

Recommendations

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

Policy makers

Policy makers should formulate policies that guide principals on how to ensure that teachers use the appropriate instructional materials and resources.

Principals

The principals should ensure that they create a friendly environment so that they have a great relationship with the teachers which would boost communication both top-down and bottom-up. This would ensure that teachers are free to raise any underlying issues and also give insights to improve their relationship.

The principals should make arrangements to ensure that teachers are equipped with requisite IT skills so that they are up to speed with the current changes in the teaching sector whereby learners can learn online.

Ministry of education

The Ministry of Education with the help of school principals should introduce capacity building programmes outside the school calendar - during the holidays and or weekends to help the teachers bond amongst them and also break the monotony of always being in school. This would help improve teachers' performance.

Suggestions for Further Studies

The study suggests that a similar study should be conducted in another sub-county so as to find out whether the results will be similar. The study also suggests that a similar study should also be conducted with focus on private secondary schools. This would help to establish whether the nature of support practices utilized by principals in private secondary schools is different from those utilized in public secondary schools. This would aid in formulation of more inclusive policies by the ministry of education for principals' support practices. The study also suggests that a study seeking to establish other principals' support practices that affect teachers' performance be conducted with view of improving teacher performance in schools.

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