

**INFLUENCE OF PRINCIPALS' APPLICATION OF MANAGEMENT SUPPORT
PRACTICES IN ENHANCEMENT OF TEACHERS JOB PERFORMANCE IN
PUBLIC SECONDARY SCHOOLS IN NYAKACH SUB-COUNTY– KISUMU
COUNTY, KENYA**

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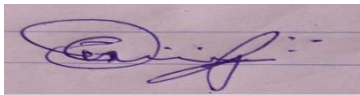
**A Research Project Submitted in Partial Fulfilment of the Requirements for Award of
Degree of Master of Education in Educational Administration**

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DECLARATION

This research project is my original work and has not been submitted for an award of degree
in any other university.



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This Research project has been submitted for presentation with our approval as University
supervisors

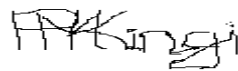


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DEDICATION

This work is dedicated to my father Mr. Lukas Oliech and my mother, Mrs. Juliana Agola, who are my mentors and pillars, my loving wife Judith Akoth and Children: Joy Odhiambo, Favour Odhiambo, Joel Odhiambo and Shanice F. Odhiambo who are my hope and source of encouragement.

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ABBREVIATIONS AND ACRONYMS

MOE: Ministry of Education

TSC: teachers Service Commission

SPSS: Statistical Package for Social Sciences

KEMI: Kenya Education Management Institute

BOM: Board of Management

PTA: Parents Teachers Association

HODs: Heads of Departments

NACOSTI: National Commission for Science, Technology and Innovation

KCSE: Kenya Certificate of Secondary Education

SA: Strongly agree

A: Agree

UD: undecided

D: Disagree

SD: Strongly disagree

PSCR: Promotion of school community relations

ABSTRACT

The objective of this study was to assess the impact of management support measures employed by principals in Nyakach Sub County, Kenya, on the job performance of teachers. The research was grounded in four significant management support practices, encompassing the implementation of welfare practices on teachers' work performance, as well as the impact of duty delegation and conflict management methods on teachers' job performance. The study was guided by Abraham Maslow's theory of the hierarchy of needs and Fredrick Hertzberg's two-factor theory. The inquiry employed a descriptive survey design. The sample consisted of 806 educators, 52 administrators, and 52 educational institutions. The sample size consisted of 378 instructors and 22 principals. The research employed a stratified random sampling methodology. The data was obtained through the utilization of an interviewing guide and questionnaires. The university supervisors offered expert assistance in assessing the validity of the instrument. The test-retest approach was employed to assess the reliability of the instruments for a duration of two weeks. Descriptive and inferential statistics were utilized in the analysis of quantitative data. The data collected was predominantly analyzed through the utilization of descriptive statistics, such as frequencies and means. The qualitative data was portrayed through the use of narratives and direct quotations, which were evaluated thematically. Various visual representations, such as tables, pie charts, bar graphs, and line graphs, were employed to effectively communicate quantitative data. The qualitative data was presented using continuous prose. A total of 90.21% of the surveys were successfully collected, while 86.36% of the principals were accessible for either in-person or phone interviews. The findings of the study indicate a significant positive correlation ($r=0.607$, $p=0.000>0.005$) between the work performance of instructors and the extent to which principals delegate responsibilities. Furthermore, the study revealed that unresolved conflicts can impede the learning process through the manifestation of antagonism, unintended transfers, disengagement, and various other consequences. The correlation between conflict management and teachers' work performance demonstrated a moderate and statistically significant link ($r=0.439$, $p=0.000>0.05$). In addition, the findings indicated a moderate positive correlation between teachers' involvement in decision-making and their work performance ($r=0.312$, $p=0.000>0.05$). Similarly, a similar positive correlation was observed between teachers' job performance and principals' implementation of welfare measures ($r=0.300$, $p=0.000>0.05$). The findings of the research indicate that the utilization of management support techniques by principals in public secondary schools within Nyakach Sub County of Kisumu County has a significant role in elucidating teachers' work performance. This is due to the fact that the appropriate implementation of these techniques cultivates an atmosphere that promotes effective teaching by educators. The report proposed that a systematic endeavor should be undertaken to provide instruction to all school administrators, and recommended that the ministry of education formulate a well-defined training and appointment strategy. The study's findings suggest that further research should be undertaken at the county offices of the Teachers' Service Commission in order to assess the influence of county education officers' management techniques on the implementation of management support strategies by principals in schools. The study is expected to promote the utilization of efficient teacher management practices.

CHAPTER 1

INTRODUCTION

1.1 Background to the Study

Education's main goal is to produce citizens who are accomplished and ready with skills to spur a nation's economic development to greater heights. This explains the main reason behind government expenditure in education. Educational stake holders are therefore always concerned with educational institutions' productivity. At secondary level of education, the principal has a duty as the chief executive officer to stimulate available human and non-human resources to ensure quality output. Teachers' contribution to school improvement is very vital since they facilitate learning through guidance, counselling, ensuring discipline, managing classes and participating in development and assessment (Yuniah, Walter & Duke, 2015). Of great importance is a steady support practice by the school management in ensuring that teachers discharge their duties uninterruptedly. Castler (2010) opines that for teachers to effectively function in their schools, principals should provide teachers with needed management support practices.

According to a study conducted by the World Bank in 2018, it was found that teachers in low- and middle-income countries often lack the necessary working conditions to effectively carry out their teaching responsibilities and meet the educational expectations set by the education system, parents, and society. The aforementioned circumstances encompass a range of factors, including but not limited to the availability of essential educational resources, the quality of living arrangements, the sense of belonging within the school community, one's social standing, opportunities for professional growth, and prospects for career progression. The investigation revealed significant disparities in both teacher working

circumstances and motivation, both within and between nations, which subsequently impact teachers' job performance.

The centrality of school leadership in China has always emphasized the role it plays in facilitating teaching and learning. This suggests that the principle assumes the role of the highest authority responsible for overseeing the fundamental operations of their educational institution (Feng, 2020). The primary responsibilities of the school principal encompass a range of important tasks, including the development or revision of the school charter, the formulation of school development plans, annual and semester work plans, and curriculum plans. Additionally, the principal is responsible for initiating significant reform efforts or establishing new rules and regulations within the school. This role also involves overseeing changes to intra-school institutions and positions, as well as making decisions regarding the appointment or removal of middle managers and other key personnel. Furthermore, the principal plays a crucial role in approving the action plan for teacher development, participating in discussions and decisions related to the annual budget, final accounts, and plans for significant expenditures. The principal is also responsible for evaluating the performance of teachers and supporting staff through the appraisal scheme associated with performance-related pay. Moreover, the principal is involved in formulating school policies pertaining to enrollment and graduation, and supervising major infrastructure projects within the school (Feng, 2020).

Several studies conducted in the United Kingdom (UK) have posited that leadership plays a pivotal role in influencing the success of educational institutions (Harris, 2010). In the United States, the school principle has the most authoritative position among administrators in elementary, middle, or high schools. As per Bucker's (2019) findings, principals assume the primary responsibility for the comprehensive management of their educational institutions. This encompasses ensuring the safety and functionality of facilities and equipment,

formulating overarching disciplinary guidelines, enforcing said policies, and distributing supervisory duties among school staff.

According to Gathumbi, Mwanza, and Lucia (2017), it has been observed in Nigeria that the school principal assumes the responsibility of identifying and establishing goals and objectives for the school, with the expectation that these will be in line with the national objectives. Additionally, it was stated that the principle also engages in task analysis and delegates responsibility to the staff based on their areas of specialization and expertise. In the context of Tanzania, the role of the school principal encompasses the responsibility of overseeing and managing all aspects of school operations, with the overarching objective of enhancing the efficiency and caliber of education provision. The Education and Training Policy paper of Tanzania explicitly articulates this information. This entails the supervision and coordination of teacher training and retraining, as well as the oversight of teachers to ensure the proper execution of their responsibilities (Massawe, 2014).

Nwite (2016) defines management support practices as the conditions that create a conducive work environment for teachers to effectively deliver the necessary services inside the school system. According to Nwite (year), management support techniques encompass several aspects such as providing supervision, incentive, professional development, and employee welfare. Management support practices refer to a set of managerial strategies and approaches that are designed to cultivate a conducive and acceptable working environment for employees, enabling them to carry out their professional responsibilities efficiently. According to Akinfolarin and Emetarom (2017), it is said that management support techniques are designed to create a conducive environment that enhances workers' productivity in the workplace. The authors emphasized that management support practices in educational institutions encompass various activities such as supervising, motivating, facilitating professional growth among staff, and implementing other supportive management

functions. These practices aim to enhance instructional delivery and facilitate the achievement of school objectives and goals.

The demand for high-quality instructional delivery has been steadily increasing, necessitating the assurance of professional competencies among instructors (teachers). According to Ezeugbor (2015), the act of teaching is considered a public service that necessitates a high level of experience, knowledge, and specialized abilities. These qualities are maintained through rigorous and ongoing professional development.

The concerning issue of subpar academic achievement among children in certain schools within Kisumu County is noteworthy, particularly considering that these schools have been operational since the implementation of the 8-4-4 education system and are adequately staffed. Nyakach Sub County has had a decline in academic performance and co-curricular activities in certain schools. Recent reports indicate that these schools have consistently achieved a mean score below 4.5. This information was presented during the Education Day report at the Pap-Onditi Sub County headquarters in 2022. The secondary schools in Nyakach Sub-County exhibit negative signs that suggest inadequate instructional delivery by teachers, a lack of dedication among teachers, and an attitude of indifference. Based on the researcher's personal observation, it is evident that teachers in certain secondary schools within Nyakach Sub-County are not meeting the anticipated standards set by educational stakeholders. This is demonstrated by their lack of clear objectives when entering classrooms, utilization of outdated teaching techniques, occasional absence from their scheduled lessons, and consistent tardiness in arriving at school, among other issues. The current bad situation has been observed in several schools in Nyakach, perhaps resulting in subpar academic performance among students. The observed phenomenon can be ascribed to outdated instructional approaches, potentially stemming from insufficient training, inadequate provision for staff well-being through the establishment of conducive, health-promoting, and supportive work

environments, and the instructors' incapacity to acquire necessary competencies for effectively fulfilling their responsibilities in a contemporary manner. The aforementioned issues may arise due to the school administrators' lack of proficiency in implementing management support practices pertaining to the delegation of responsibilities, staff well-being, conflict resolution, and inclusive decision-making. The administrative procedures of principals are designed to assure the presence, effectiveness, and alignment of all components that lead to enhanced teacher performance outcomes (Owan & Agunwa, 2019).

The researcher's motivation for conducting this study in Nyakach, one of the seven sub-counties in Kisumu County, stemmed from the observation that Nyakach, as indicated by records obtained from the County Directors Office of Kisumu County, exhibits characteristics such as being overstaffed, having a surplus of highly qualified teachers who are currently unemployed, and possessing a greater number of secondary schools (52 out of 229) in comparison to the other six sub-counties. According to official documents obtained from the Nyakach Sub County office, there have been more than ten schools within the sub county that have experienced changes in their performance subsequent to the transfer of school administrators. The current circumstances prompted the researcher to have an interest in examining the impact of various administrators' implementation of management strategies on the job performance of instructors.

Based on data extracted from the Teachers Service Commission register at both the county and Sub County offices, it has been observed that Nyakach Sub County exhibits the greatest incidence of teachers prematurely exiting their service prior to reaching the mandatory retirement age (TSC Kisumu County Report, 2022). This also motivated the researcher to investigate whether the poor state of affairs could be linked to the principals' implementation of management practices. The pursuit of improving performance levels has prompted a dedicated examination of the various practices that influence performance, as well as an

exploration of how these activities contribute to the enhancement of teacher performance within different cohorts. The objective of this study is to investigate the utilization of management support methods by principals in order to improve the work performance of teachers in secondary schools located in Nyakach Sub-County, inside Kisumu County.

1.2 Statement of the Problem

Since most school graduates do not exhibit the anticipated impacts of secondary education, secondary school instructors perform poorly in carrying out their jobs. The ineffectiveness of the teachers, the government's disregard for secondary education, the high demand for education as a result of the country's rapid population growth, the teachers' poor welfare, and other factors may all be to blame for the poor performance of the teachers. The delivery of the curriculum is threatened by these deteriorating conditions' consequences on instructors' performance. As a result, there is a significant quality difference in education due to demoralized instructors.

1.3 Purpose of the Study

This study's objective is to determine how principals' use of management support methods affects teachers' job performance in secondary schools in Kenya's Nyakach Sub-County.

1.4 Objectives of the study

The purpose of this study is to determine how the school principal's use of management support strategies affects teachers' job performance. Therefore, the following objectives were set for the study:

- i. To determine the influence of delegation of duties by principal on teachers' job performance.
- ii. To investigate the influence of principals' conflict management strategies on teachers job performance in public secondary schools in Nyakach Sub County.
- iii. To assess the influence of principals involving teachers' in decision making on their job performance in public secondary schools in Nyakach Sub County.
- iv. To determine the influence of staff welfare practices applied by principals on teachers' job performance in public secondary schools in Nyakach Sub County.

1.5 Research Questions

The following research questions guided the study:

- i. What influence does delegation of duties by principals have on teachers' job performance?
- ii. To what extent do principal's conflict management strategies influence teachers' job performance in public secondary schools in Nyakach Sub County, Kisumu County?
- iii. Does the involvement of teachers in decision making in public secondary schools influence their job performance?
- iv. Do the staff welfare practices applied by principals influence the level of attainment of teachers' job performance in public secondary schools in Nyakach Sub County?

1.6 Significance of the study

The results of this study may be very helpful to both the instructors who report to the school administrators, principals, or heads of institutions. The leaders of institutions would be able to use management strategies that are suitable and efficient to create an atmosphere where instructors working for them might advance their careers and become more productive. The findings of the study will assist principals in training other teachers on staff to take on leadership roles as they delegate and include them in decision-making processes as well as the management of the school. The study's findings could help administrators, boards of management, and parents' and teachers' associations (PTA) recognize that teachers are human resources who require encouragement, safety, and growth as well as time to grow and develop their families.

The findings may potentially be used by the instructors' employer, T.S.C. Teachers would be considered for professional development trainings that are funded by the employer, the trainings would be organized, and teachers would be expected to attend from their homes without fear of being threatened or missing their families' holidays in the name of attending trainings. This is how management practices would be modified by the teachers service commission. TSC would also discover managerial techniques that would greatly aid in preventing the deployment of teachers far from their homes. Teachers will feel more at ease as a result, increasing productivity. The study's findings may also be helpful in determining the need for training in proper management techniques, according to the Kenya Education Management Institute (KEMI). Additionally, this study will contribute to the body of knowledge already available on how administrators might improve teacher job performance

1.7 Limitations of the study

The study procedure had drawbacks since the researcher relied on the cooperation and willingness of the respondents, who were unwilling to participate in surveys or interviews. This could possibly have been because a significant portion of the responders were principals, who often have a lot of engagements. The study was further impeded by respondents giving false information on the questionnaires.

Respondents were given advance notice of the researcher's visit and allowed to schedule time for him as well as meet with him whenever it was convenient for them. After being unable to arrange a chance to interview several school principals in person, the researcher also conducted interviews over the phone. To allay their concerns, the relevance of the study was further explained to the responders. Additionally, respondents were informed that their replies would be kept anonymous and that any information gathered would only be utilized for academic reasons, never being shared with anyone else.

1.8 Delimitation

According to Mugenda & Mugenda (2003), delimitations are the limits of a research. Although there are many factors that affect teachers' job performance in secondary schools, this study concentrated on the management practices of principals, specifically on how they delegate tasks, deal with conflicts, involve teachers in decision-making, and promote staff welfare. Since private secondary schools have distinct administrative and governance systems and, as a result, different features from public secondary schools, the study solely included public secondary schools. The study's geographic scope was confined to Nyakach Sub-County. Due to the distinctive nature and features of schools, the conclusions of this study

should only be extrapolated with care for general secondary schools. The research did not take the administrator's gender into account.

1.9 Assumptions of the study

The study was founded on the fundamental presumptions that teachers' overall job performance directly correlates with the use of management support practices by school principals, whether they are male or female; the sample selection procedures used resulted in a final sample that accurately reflects the target population's key attributes; respondents were willing to provide information honestly and objectively; and the data collection instruments were The study was also predicated on the fundamental tenet that the gender of the administrator, whether male or female, has no bearing on how management methods are implemented and, consequently, how well instructors perform at their jobs.

1.10 Definition of Terms

Decision-making is the process of selecting a course of action after considering several options, acquiring data, and making a decision.

Management support practices: These are management strategies aimed at fostering an environment where employees may successfully carry out their responsibilities in a professional way.

Public secondary schools are those that received funding from the government, parents, and community to build and operate secondary institutions.

Employee comfort measures are referred to as "staff welfare practices," which are organizational initiatives. It also refers to the quantity of intellectual and social practices or policies adopted by the company for the benefit of its staff (Van De Voorde & Beijer, 2015).

Working conditions refer to the circumstances under which teachers carry out their duties in their schools, including the availability of equipment, resources, sufficient workspace, housing options for teachers inside of the school, security of tenure, among other things.

Conflict management tactics: These are techniques that may be used to prevent, manage, or resolve disputes. Examples include communication strategies, creative problem-solving, motivating techniques, and teamwork.

Job Performance: In this study, it refers to all of the tasks instructors carry out in the classroom, including time management, professional readiness, classroom management, problem-solving with students, high student performance, and problem-solving strategies.

Delegation is the act of giving any power or duty to another individual, often from a management to a subordinate, to carry out particular tasks. One of the fundamental principles of management leadership is delegation. 2018 (D'Souza)

1.11 Organization of the study

There are five chapters in the research. The backdrop of the study, the problem statement, the goal and objectives of the investigation, its restrictions and delimitations, its assumptions, and its organization are all included in chapter one. The second chapter focuses on the literature review and conceptual framework, which will be used to verify the findings of academics and researchers. The research approach is the subject of Chapter 3. It demonstrates the rationale of the study's focus, research methodology, sample size and sampling technique, research tools, instrument validity and reliability, and data processing and analysis. The study's results will be the main topic of chapter four. The link between research variables will be examined using both descriptive and inferential statistics. The study's conclusion is found in Chapter 5, where the key findings are summarized and analyzed. Important implications will be highlighted, recommendations will be made, and ideas for more study will be offered.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction.

The school where they work is where teachers spend the most of their time. Therefore, it's critical to establish management procedures that provide employees a sense of belonging to the organization. It is essential to remember that teachers, as learning facilitators, are a crucial resource for schools as institutions of learning. Understanding how management tactics used by administrators affect teachers' productivity and/or job performance is crucial in light of this. As a result, this chapter includes literature that is linked to the research. The information was taken from a number of sources that are directly relevant to the issue and the study's goals.

2.2 Concept of Job Performance

Depending on the angle from which they examine it, different scholars have given the term "performance" varied definitions. Summermatter and Siegel (2009) state that it might suggest effectiveness, economy, output, or return on investment (profits). Performance is the output record of a certain job function or activity at a given moment, according to some academics. Performance is the behavioral factor that determines how companies, teams, and individual individuals complete their task (Armstrong, 2003). The degree to which an individual and the organization's goals are accomplished is referred to as performance (Feng, 2010). Both actions and results are included (Armstrong, 2003; Feng, 2010). The employee is the one who converts performance from an abstraction into action that produces a result (Kalyani, 2006). Results-oriented performance, conduct-oriented performance, and the combination of conduct and result-oriented performance are the three perspectives from which performance may be regarded that Feng (2010) highlighted. Throughout the development of organizational theory, a number of academics have concentrated on the best approach to assess both individual and organizational performance and have come to the conclusion that it is a dynamic notion that differs across time, geography, and scholarly schools of thought (Waititu, F. et al., 2017). Depending on the relationships between inputs, activity, output, and effect, performance and its key aspects alter and vary through time and space. The term "performance" as used in management has a number of dimensions, subsumed terms, and categorizations, according to Summermatter and Siegel (2009). Performance is a multifaceted notion that applies to governments, government agencies, policies, initiatives, procedures, programs, industrial facilities, the private sector, and individual individuals, as shown by the classification. The most prevalent performance aspects, according to their research, are outcome, output, efficiency, requirements, input, effectiveness, and quality. However, no one definition of performance has been used in the development of management theory or practice. Therefore,

performance requires a combination of carrying out a task successfully and efficiently, with a minimum amount of employee-caused disturbances.

The results of Agih's (2015) study outline the roles of the principal as manager of school finances, staff and student personnel administration, and supervisor of instruction, curriculum creation, aid assessment, and school community interactions. This suggests that the principle has a crucial administrative responsibility to play in the school.

Muriithi (2012) sees administrative practices as a second party's intervention to raise the caliber of the work being done. The results of the study show that administrative practices in a school include all of the actions taken by the principals to ensure that the guidelines, policies, procedures, and techniques established for realizing educational goals are followed to the letter. According to Alhassan (2014), a principal's administrative procedures should include staff motivation, professional development, delegation of authority, decision-making, and communication.

The availability and effective management of both human and material resources are essential to any organization's success. There is a need to effectively direct managers' attention towards the role and utility of human resources in a particular firm given the rapid expansion of the educational sector and the predicted increase in sizes and demand for education. Otherwise, the school's mission to establish teaching and learning would be compromised. Teachers' work performance is crucial in deciding how much learning occurs in the classroom, and it is their responsibility to nurture morally upright children.

Therefore, teacher job performance refers to the statutory curriculum role that instructors carry out to help students reach the established educational goals in the schools. This ultimately rests on the managers' and teachers' dedication to using human and material resources wisely and appropriately, combining them, and bringing work effectiveness in line with expected standards. The achievement of the specified educational goals is a result of the instructors' effective work performance, which is demonstrated by their subject-matter expertise, teaching and learning abilities, and competences. These attributes are necessary for a true teacher to provide effective instruction and enjoyable learning environments in schools.

2.3 Delegation of Duties applied by Principals and Teachers' Job Performance

Different writers have defined delegation of function in a variety of ways. According to Nwachukwu in Ugwu (2009), delegation of function is viewed as an organizational procedure that enables the transfer of power from an upper-level officer to a lower-level officer in order to accomplish managerially specified goals. According to the Federal Ministry of Education and Youth Development in Ugwu (2009), delegation is a procedure through which a management, such as a school principal, transmits some of his power to his subordinates for the accomplishment of certain duties and functions. According to Okonkwo (2015), delegation is the skill of delegating responsibility from a senior officer to a lower officer with the overarching purpose of attaining the organization's objectives. It is almost impossible to separate from decision-making. He said that the principal's failure to delegate tasks might deteriorate his relationship with the other staff members. It might also result in a lack of trust in the employees, which would prevent them from giving their all to their various tasks and impede the attainment of school goals. Delegation, defined as the act of a top executive delegating duties to lower-level officers or subordinates with the ultimate goal of fulfilling the organization's goals, is essential. This suggests that a company always has an executive leader who is in charge of delegating tasks to his subordinate employees. For instance, in the school system, the principle is the head and oversees a large number of staff members in the academic and administrative ranks with whom he shares responsibility for the efficient operation of the school. The principle then assigns tasks while taking the staff's hierarchy of roles and skills into consideration. As an executive head, a principal is unable of managing all the activities that other individuals might have the time and energy to do (Okonkwo, 2015).

Delegation is the act of giving any power or duty to another person to carry out certain tasks, often from a management to a subordinate. One of the fundamental ideas of management leadership is delegation (D'Souza, 2018). According to Jackson (2019), a school management cannot complete all of the responsibilities on their own and meet the school's aims and objectives. Additionally, according to Jackson (2019), research has shown that instructors are more driven to achieve goals when they have played a significant role in utilizing the original plans of delegation. In order to increase the teacher retention rate, the school principal will need to make use of the abilities of the other teachers who report to them rather than being afraid that they will replace them.

The act of giving another person or persons responsibility and power is referred to as delegation of duties. According to Eddie (2012), delegating may be a powerful motivator when done well. As a result, delegating increases subordinates' sense of accomplishment and self-worth since it is far more rewarding to be able to praise oneself for a work that was well planned and carried out than it is to be able to do so for someone else's plan that was merely carried out. According to Jha (2014), there is a strong possibility that an institution will produce more than it would have been able to when duties are delegated based on the competencies of subordinates. Cranston and Kimber (2013) established that collective team efforts through delegation of duties promote teamwork and efficiency which influence teachers' willingness to assist each other in their teaching, so it can be argued that delegation is likely to contribute to a certain level degree of teacher motivation which can achieve either positive or negative teacher performance to some extent. The study came to the conclusion that improved school performance results from instructors being more likely to be effective teachers when tasks are assigned. The study indicates a gap in its scope because it was carried out in Australia rather than Nyakach Sub-County, Kisumu County, where this study would be undertaken.

An investigation on the efficiency of management in Lebanon's private schools was done in 2008 by Najjar. According to the study, delegation promotes school flexibility since no longer must every issue be brought before a central authority for resolution. According to the report, schools should have organizational structure patterns that correspond to the varied jobs held by staff members. The patterns ought to specify positions at work, connections, and routes of communication amongst teachers. This study intended to determine the impact of delegation of responsibilities on teacher job performance, but the previous study concentrated on the management function, which includes delegation of duties. This study therefore indicates a conceptual gap in the literature.

Weshah (2012) conducted a comparative research to examine how teacher retention in Australian and Jordanian schools was impacted by perceptions of empowerment and authority delegation. According to the data, while teachers in Jordanian and Australian schools rated empowerment and delegation of authority as moderate, Australian teachers placed them higher than Jordanian teachers. The study found that instructors feel trusted and give it their all, that they take responsibility for the work that is assigned to them, and that they are under pressure to deliver outcomes that would show their worth, which raises their rate of retention in their line of work. However, in order to fill the gap, the study used convenience sampling, a non-probabilistic sampling technique. A probabilistic strategy called stratified random sampling will be used in the current investigation. In Funtua Local Government Area, Katsina State, Nigeria, Ibrahim (2015) looked at how school heads' habits of delegating responsibility affected the retention of teachers. The study revealed no correlation between the percentage of instructors at Funtua Secondary Schools who are still teaching in the same school the following year and the delegation of co-curricular activities by the school leaders. However, correlational design does not show which variable affects the other. In order to fill the gap left, the present study will employ a descriptive design that clearly illustrates how factors interact.

Irungu (2012) conducted a research on how secondary school teachers in Kenya's Mathioya District and Murang'a County saw the delegation process. This study found that several tasks, such as managing finances and carrying out BOM policy implementation efforts, are not allocated by head teachers to any of their teachers. While the head teachers mentioned improved accountability, the general consensus among the instructors is that there are certain benefits associated with those responsibilities.

In Uganda's secondary schools, Mary (2010) performed a research on delegation and work satisfaction. The study found that by including them more in managing their schools, teachers are motivated to do their work effectively and be innovative, which in turn encourages them to strive for excellence. Once participating, they feel more at home at work, work more to maintain their office position, and love their jobs since they feel promoted and are doing high-level duties. The study found that instructors feel trusted, work hard, are accountable for the tasks given to them, and are under pressure to provide outcomes that would demonstrate their value.

Studies conducted in Kenya have revealed that some head teachers did not include teachers in decision-making and were hesitant to delegate (Amoah, 2018). In Nandi South, research by Ruto (2011) found that there were obstacles to delegation, including a lack of funding, instructors who shied away from taking on difficult tasks, and centrally managed assigned tasks. The expectation of advancement among teachers, a lack of funding, and the delegation of authority to teachers who were not formally named department heads by the Teachers' Service Commission (TSC) were other factors that limited the delegation of responsibility, according to Ruto. Since no incentives were provided, department heads who were not selected by TSC felt that their jobs were not valued by the company. The studies exhibit conceptual flaws because, unlike this study, they did not connect the delegation of tasks to teacher job performance.

Amoah's (2018) research findings also showed a connection between subpar execution of assigned responsibilities and a lack of dedication, cooperation, and training. This left what seemed to be a knowledge gap about the principal's methods for delegating tasks and how they affected the effectiveness of teachers in their work. Therefore, the purpose of this study is to close this information gap by determining how delegation affects teachers' work performance in Nyakach Sub County.

In public secondary schools in Eldoret Municipality, Jackson (2015) looked into teachers' assessments of the impact of principals' level of responsibility delegation on their job performance. To choose the respondents, a proportionate random sampling procedure was utilized. According to the study, teachers in public secondary schools in Eldoret Municipality believed that the degree of delegation of duties by principals affected their ability to contribute to decision-making, their ability to create self-managed teams, their sense of teamwork, their opportunities for professional growth and learning, and their initiative and creativity. Teachers' motivation and work satisfaction increased as a result of their participation in decision-making. In order for teachers to be able to make effective choices, form work teams, train, and develop teachers, which results in motivation and job satisfaction, it was advised that the Principals of the various secondary schools need to delegate more tasks to teachers. The study examined the impact of delegation on teachers' work happiness in addition to contextual and sample gaps, whereas the current study will examine the impact of delegation on teachers' job performance. In contrast to the previous study, the new study will employ straightforward stratified random sampling to close the gap. The study will be carried out in Nyakach Sub County, Kisumu County.

2.4 Conflict Management Strategies applied by Principals and Teachers' Job Performance

According to Edwin (2013), managing conflict requires taking specific steps to lessen its bad features while enhancing its favorable ones in order to boost an organization's productivity and effectiveness. Appropriate and efficient conflict management techniques in schools decrease absenteeism and discontent among teachers while boosting output, originality, and creativity, all of which increase teachers' effectiveness. The ability to handle future disagreements amicably is increased by employing constructive conflict management techniques, claim Johnson and Johnson (2017). These techniques also build relationships.

Instructors are essential to the teaching and learning processes, according to Owan (2018) and Abdul and Sehar (2015), and they need a secure atmosphere in which to carry out their duties as instructors. According to this claim, Ghavifekr et al. (2019) contend that the administrative abilities of the school principal, which must include the best dispute resolution techniques, are what determine how well the school performs. Owan (2018) emphasizes that there isn't a single conflict management approach that can be used in all conflict circumstances. As a result, it may be claimed that various disputes call for the principals to employ various methods.

Conflicts between home and school have a detrimental impact on children' academic performance and feeling of well-being in the USA, according to a study by Dawson (2018). Work-family conflict among Pakistan's front-line Islamic bank employees is negatively correlated with job performance, according to Riaz et al. (2019). According to a 2016 research by Göksoy and Argon in the Bolu Central area of Turkey, instructors who have experienced disputes tend to have unfavorable emotions including disappointment, insensitivity, anxiety, and discomfort, and hate their job. Such feelings could be the outcome of personality problems and unrealistic or unmet expectations of instructors.

Omene (2021) studied conflict resolution techniques. The findings demonstrated that using efficient conflict management techniques will increase productivity and improve the quality of decision-making. Communication, time management, teamwork, and organizational output will all improve with good conflict management techniques. Additionally, it fosters interpersonal connections among employees, raising their morale, minimizing production hiccups, and enhancing customer service. School principals are tasked with the implementation of suitable conflict management measures to foster a positive working environment for teachers in an area that is becoming more complicated and challenged by conflicts and instability.

The improvement of the workplace, the resolving of problems, and the management of disagreements are all aided by creativity in conflict. O'Hara (2017) asserts that the creative person is sensitive and capable of handling the problem in a constructive manner. Sipos and Ionescu (2015) conducted research on the impact of fostering imaginative performance in European nations. The study's findings indicate that innovative thinking and inventive strategies are crucial for European nations to overcome the economic crisis. This may be interpreted to suggest that performance can be improved by using creativity to resolve issues. This study examined techniques for fostering creativity and inventive performance, however it lacked specific data on how teachers' work performance is affected by their usage of conflict management techniques. The current study examined how conflict resolution techniques affect teachers' work performance in Kenya's Nyakach Sub County, Kisumu County.

Communication abilities are a crucial component of conflict management in improving work performance, according to research on conflict management strategies. The communication strategies of administrators in Virginia's top-performing Title I primary schools were the subject of a qualitative research conducted by Tyler (2016). We collected information from eight principals through semi-structured interviews as well as through publically accessible data on these schools. The study's conclusions showed that frequent in-person interactions, sparing use of whole-school gatherings, and the principal of the school regularly attending teacher-teacher meetings encouraged instructors to perform at high levels. It became clear that effective communication is crucial for building trust between administrators and teachers and that positive interactions are crucial for assisting teachers in becoming great educators. Data that would have been gathered using a quantitative technique was not obtained because this was a qualitative investigation. This can be taken to mean that in order to raise teacher performance, it is necessary to examine administrators' communication abilities in dispute resolution using both qualitative and quantitative methodologies. Together, qualitative and quantitative methods offer a more complete understanding of how administrators' communication abilities in handling conflicts affect teachers' job performance than each approach employed separately. In order to investigate a wider range of issues relating to communication as a conflict management strategy and teacher performance in public secondary schools in Nyakach sub county, Kisumu County, Kenya, the current study was the first of its kind to use both qualitative and quantitative approaches and involve more participants from various secondary school categories.

2.5 Teachers' Involvement in Decision-making applied by Principals and Teachers' Job Performance.

A decision is a selection made from the available options. Decision, according to Rao (2012), is a choice among accessible options. He continued by defining decision-making as the process by which people choose a course of action from among multiple choices in order to achieve a desired outcome. In agreement with Rao (2012), Nwachukwu (2007) said that making a choice amongst several options is what it takes to accomplish a certain goal.

The active involvement of teachers in decision-making will foster personal growth and development, which will impact the school's overall development. According to Smylie (as mentioned in Gemechu, 2014), engagement increases instructors' chances of learning new information and perspectives. These possibilities improve both the delivery of teaching and the performance of the pupils. Therefore, if instructors were involved in making decisions at the school, better decisions would result, which would raise student accomplishment. An educational organization can improve its productivity and effectiveness by including instructors in decision-making. Furthermore, Imber and Nedit (as mentioned in Gemechu, 2014) argued that increased school engagement was consistent with democratic society and resulted in higher levels of dedication, improved performance, and increased production. The fact that the studies weren't done in Nyakach created a contextual vacuum that led to the creation of the present research, which would be carried out in the Nyakach sub county of Kisumu County, Kenya.

The principal and teacher relationship had an impact on how willing teachers were to participate in decision-making, according to Bijlsma and Bunt's (2013) study of the antecedents of trust in private school principals in Indonesia. Teachers who had collaborative, open, and supportive relationships with their principals were more eager to contribute to decision-making. On the other hand, Beikzad, Ranjbarian, Esgandari, and Khalilinaghadeh (2012) examined the relationship between the departmental head members' responsibilities and the academic staff performance in Atlanta, Georgia, and discovered that teacher participation in decision-making carries an expectation that school performance and productivity will rise. While this study will examine principal engagement of teachers on teachers' job performance, studies performed outside of Kenya have looked at the relationship of principals and instructors on teacher participation in decision-making. This also provided a reason for the current investigation because it also revealed a contextual gap.

Wadesango, Mutekwe, Ndofirepi, Maphosa, and Machingambi (2015) looked into how South African teachers were involved in managing their schools. The administration of curriculum and teaching by teachers included interpreting the curriculum, creating educational programs and resources, providing teacher leadership, and assessing student achievement. A case study approach was used for the investigation. The results showed that the majority of choices were taken by the administrators and their deputies without taking the opinions of the teachers into account. Additionally, they said that a lack of involvement led to instructors becoming passivity and resistance to change. The research suggested that participatory mechanisms be implemented to prevent seeing instructors as little more than passive users of the mandated curriculum. The study was mainly descriptive and focused on how teachers are involved in school-based administration. The study did not examine how teachers' participation in curriculum-related decision-making affected their ability to execute their jobs, which was its main objective.

There are similarities to how it was ten years ago and how the nature of the workforce today is evolving. Increased education levels necessitate more difficult employment and prospects for promotion, which is one crucial requirement. Employees have greater expectations for involvement and participation in decision-making and problem-solving in the workplace today. As a result, the workforce is prone to criticize management strategies that, no matter how admirable, are developed only by the management without input from and engagement from the workers (Leat, 2011).

Due to the fact that decisions in schools frequently involve people, teachers can influence decision-making through their involvement and participation. This is done by being more professional, participating in decision-making, seeking job satisfaction, and pursuing self-actualization. Additionally, decisions are made together on how to stop student indiscipline. Decisions are frequently made by consensus rather than by a majority vote (Straus, 2012). It is not a simple transition to shared decision-making, but it has benefits in terms of department dedication, group collaboration, and total attachment to the choice taken, which creates incentive for the collective good of all stakeholders engaged. If we are to reorganize schools and overhaul curriculum to suit the demands of students in the 21st century, ownership of and dedication to such choices are crucial (Lunenburg, 2012, 2013). Teachers would commit their time, talents, and abilities to making sure that such judgments are made because they would feel inspired, valued, and respected.

According to Masaku, Muola, and Kimiti's (2018) theory, teachers who are more actively involved in school management have a better understanding of the challenges of running the institution and feel more invested in its success, which is likely to increase their commitment, experience, and professional development.

According to Torrington et al. (2008), if employees have a voice in decision-making, particularly when it pertains to their specific fields of work, organizational goals may be attained successfully and efficiently. It is assumed that staff would make choices that will maximize customer pleasure. They also contend that listening to other people's opinions and allowing their own ideas to be scrutinized and submitted to constructive criticism considerably increases the likelihood that management will come to and execute the proper conclusions. In similar studies, Nelson and Quick (2008), Luthans (2008), Newstrom (2007), Nykodym et al (1994), and Torrington et al (2008) showed that participation in decision-making processes increased employee creativity, productivity, and work satisfaction.

In their study on teachers' engagement in decision-making in Nigeria, Zita Chika and Igbaseimokomo (2019) discovered that teachers' participation in decision-making had an impact on their work performance. The results of their investigation into the six factors showed that curriculum and instruction, school planning, strengthening school-community ties, and establishing school rules all had a significant impact on teachers' job effectiveness. They claimed that the fact that the instructors questioned for the research were not involved in decision-making regarding finance or budgeting may have contributed to the limited effect budgeting had on their work performance. The study also found that both male and female teachers' involvement in developing school policies had a significant impact on how well they did their jobs. In secondary schools, the creation, application, and upkeep of policies have a significant influence. It keeps everything in order at school, which helps pupils do well in class and develops their moral character. The results also showed that instructors' involvement in upholding discipline had a significant impact on how well they performed at work. In support of the aforementioned findings, Boonme (as reported in Gemechu, 2014) noted that teachers' input into the creation of policies is essential to ensuring the successful implementation of educational programs and/or policies. They then advised principals of schools to foster a positive environment by using leadership philosophies that would promote teachers' involvement in decision-making. This study indicates a research gap since it was based in Nigeria rather than Kenya, hence it is necessary to do this study in Nyakach Sub-county of Kisumu County in Kenya to close the gap.

2.6 Staff Welfare Practices applied by Principals and Teachers' Job Performance.

The success of a business depends on the performance of its people in this age of globalization, market economies, hyper-competition, and swiftly changing environments, according to Daddie et al. (2018). According to Waititu et al. (2017), in order to optimize return on investment and accomplish the intended goals, personnel are the most crucial corporate resource and must be properly managed. To guarantee that employees' welfare is taken care of, businesses must offer a variety of perks. In reality, it is nearly difficult to run a business without providing a fundamental set of benefits for the wellbeing of employees (Waititu, et al, 2017). According to Ankita (2010), businesses should realize the value of having happy, healthy employees and should offer welfare services and programs as a result. The whole well-being of employees, both at work and at home, is what welfare is all about. (2018) Daddie et al.

Numerous studies on employee performance and employee welfare initiatives have been conducted. In a poll on how large industrial companies in Nairobi perceive their staff welfare programs, Kariuki (2006) found that the majority of the companies offer such programs to their workers. At Capital Group Limited, Wainaina (2011) conducted research on the connection between wellness initiatives and staff job satisfaction. He proved that the initiatives raised employee satisfaction. In Pan African Paper Mills and Mumias Sugar Company, Masinde (2011) conducted a comparative analytical research to examine the impact of social welfare amenities on employee motivation. The researcher found that the amenities offered are a significant motivator that has increased productivity and helped keep workers on the job for a long period. Kuria (2012) found that employee welfare programs for employees have an impact on promoting employee job satisfaction in organizations within the Kenyan flower industry. The study looked at the effects of employee welfare programs on employee job satisfaction within the Kenyan flower industry. According to Waititu et al.'s (2017) research on Kenya Railways Corporation employees, employee welfare initiatives have a favorable impact on workers' performance. They also proved that the Kenya Railways Corporation's pay strategies had a significant favorable impact on worker performance. Additionally, they found that Kenya Railways Corporation staff performance is influenced by training.

Employee wellbeing is vitally essential since it makes it easier to complete tasks and motivates staff to give their all in order to meet institutional or corporate goals and objectives. Given that workers serve as the pivot around which job performance is achieved, it is important to consider their wellbeing as an individual (William & Judith 2015). The goal-oriented nature of employee welfare practices makes them potentially motivating. The practice of employee welfare is a method for attaining corporate objectives and attending to the needs of employees. The welfare packages are seen to be a fantastic incentive for an improvement in performance, according to Nzelibe (2011), who claims that there are acceptable components that drive employees to do better. The researcher goes on to say that it may take the shape of increased pay for workers.

Studies on contentment date back to the beginning of the industrial revolution in the United Kingdom, which was around two centuries ago. The majority of these research emphasized increasing employee production (Kinyua, 2011). He went on to say that Elton Mayo was the first to research the impact of lighting on workers' performance, which marked the beginning of the study of workers' positive or negative reactions to their occupations. Later, Mayo included elements like weariness, breaks, and working hours. Employee motivation and productivity rose when they were observed and given greater care.

Manzini and Gwandure (2011) claim that traditionally, employee wellbeing initiatives were intended to lower absenteeism and boost effectiveness and productivity. Today's employee welfare initiatives, on the other hand, include practically all facets of employees' welfare and growth inside the organizational structure. The goal of welfare programs should be to create a workforce that is effective, healthy, content, and productive for the organization. According to Priti (2009), the purpose of offering these services is to raise people's standards of living while also making working life more enjoyable.

The terms "welfare" and "regular wages," "legal economic benefits," and "collective bargaining" are distinguishable. The goal of employee wellbeing is to create better, more effective workers. A healthy balance between job, family, and social life is crucial for social welfare (Yashik, 2014; Bhagat, Vyas, & Singh, 2015). Employee welfare includes, among other things, monitoring working conditions, providing health infrastructure, promoting industrial harmony, offering insurance plans, and housing for employees, according to Varadaraj, Charumathi, and colleagues (2019). Collaboration on numerous services, amenities, and facilities for the benefit of employees is a part of this.

In Malawi, Kadzamira (2006) examined teacher motivation and incentives and discovered that teachers' salaries at both the elementary and secondary school levels fell short of the bare necessities for housing, food, and clothes. The research suggested providing instructors who labor in hard-to-reach rural schools with hardship compensation. Nairuba (2011) studied how motivational practices affected secondary school teachers' performance in Jinja, Uganda, and found that benefits like allowances, recognition, promotion, and praise had an impact on teachers' performance but were dependent on funding and management perception. In contrast to past studies, the researcher in this one wishes to learn how various principals in various schools handle staff welfare and its impact on their ability to execute their jobs in Nyakach Sub County.

2.7 Summary of Literature Review and Research Gaps

It has been determined that a principal in a modern school is not just a teacher but also an administrator, a mentor, and a leader. Alhassan (2014) claims that orientation, decision-making, and task delegation, as well as supervision, staff professional development, and motivation, are all parts of a principal's administrative procedures. According to Ghavifeki and Ibrahim's (2014) study, there is a substantial correlation between teachers' perceptions of the management role of principals and enhancing teachers' work performance in terms of a variety of areas including instructional strategies, professional competences, and motivation. The principle is in charge of making important choices and organizing the tasks that instructors must do in order for the school to meet its objectives.

In the process of implementing the school's curriculum, teachers are essential. No educational system can advance above the level of its instructors, and teachers' attitudes can have a significant impact on how far educational goals will be attained (Federal Republic of Nigeria, 2013). The degree to which teachers carry out their pedagogical and instructional responsibilities in order to support the child's learning and help the school achieve its goals is referred to as their job performance (Owan, 2018). The degree of work performance demonstrated by the instructors determines how well a school accomplishes its stated goals. Edo (2016) noted that in a learning environment, the productivity of the academic staff is conceived in respect of the extent to which the curriculum is covered, increase in the rate of students' achievement, engaging in guidance and counseling on issues that address and relate to the students' academic progress, bringing innovation to challenging academic situations, advising and attending to students' academic challenges, carrying out assigned tasks and responsibilities.

The literature assessment suggests that there are a number of gaps that the current investigation may be able to solve. The gaps that come from variables, location, scope, and/or approach are among them. It is significant to note that the bulk of the research mentioned here were carried out in other Kenyan regions and international nations. Previous research did not take into account the variables used for this study and was unable to offer concrete proof of the relationship's existence. The approach, tools, and techniques were different from those of the current study. The researchers thought it was important to investigate if the use of management support methods by human principals at secondary schools in Nyakach Sub County, Kisumu County, Kenya, had any bearing on teachers' work performance based on the gaps mentioned above.

Additionally, it was concluded that there have been few studies on the management support practices of principals and their effects on teachers' job performance, particularly in terms of delegation, conflict resolution techniques, decision-making, and welfare practices for teachers at the secondary level. Many of the studies included here were not done in the subject of education, and those that were are international. Although none of the studies from the literature study were unique to Nyakach Sub-County, some of those managerial techniques may be to blame for the subpar performance of teachers there. A study that is conducted locally and in the field of education must produce results that may be applicable to the immediate environment because the findings from a study conducted abroad and in organizations unrelated to teaching and learning may not be the same as those of a study conducted locally and in a school setting. This motivated the researcher to investigate if management strategies used by principals in public secondary schools in Nyakach Sub-County have an impact on teachers' work performance.

2.8 Theories underpinning the study

2.8.1 Abraham Maslow's Hierarchy of Needs Theory

Humans, according to Maslow, have five basic needs: physiological (including food, air, and water), safety (freedom from physical threats), belongingness and love (including the need for achievement and the need for approval from others), esteem (including the need for recognition and approval from others), and self-actualization (the desire to become all that one is capable of becoming). According to Maslow's theory, these requirements are ranked from most important to least significant in a hierarchy of dominance. According to this notion, people won't look for specialized requirements until their main demands have been satisfied. As a result, demands for esteem and self-actualization—which are most closely tied to job happiness and, therefore, professional performance—will be sought after last. This theory and the study are connected by the fact that when effective management support methods are used, teachers' lower order wants are satisfied, allowing them to focus on their higher order needs, such as performance and recognition.

2.8.2 Fredrick Herzberg's two-factor theory

Herzberg (1959), who conducted study on the total job satisfaction of the worker, came to the conclusion that the accomplishments that are focused on the job's content—such as responsibility for example, participation in decision-making, acknowledgment, autonomy, self-esteem and a hard job—are what workers gain the most happiness from. Herzberg said in his two-factor theory that some features of a job provide workers positive satisfaction. He referred to this group of elements as "satisfiers" or "motivators" and listed them as consisting of a sense of accomplishment, acknowledgement, the job itself, responsibility, and the possibility of progress or advancement. Herzberg argued that even non-motivating elements may cause discontent if they were insufficient. Herzberg referred to these factors as "dissatisfiers" or "hygiene" factors. These elements include of management and corporate

policy, supervision, pay, interpersonal (social) interactions, and general working conditions. This theory is pertinent to this study because it relates job requirements like delegating and participation in decision-making as self-satisfiers that lead to improved job performance.

2.9 Conceptual Framework

The conceptual framework is divided into four parts: delegation of responsibilities, dispute resolution techniques, decision-making techniques, and welfare practices for instructors. The connection between the independent, intervening, and dependent variables in this investigation is shown in Figure 2.1.

Figure 2. 1 : Conceptual Framework

Independent Variable

Dependent Variable

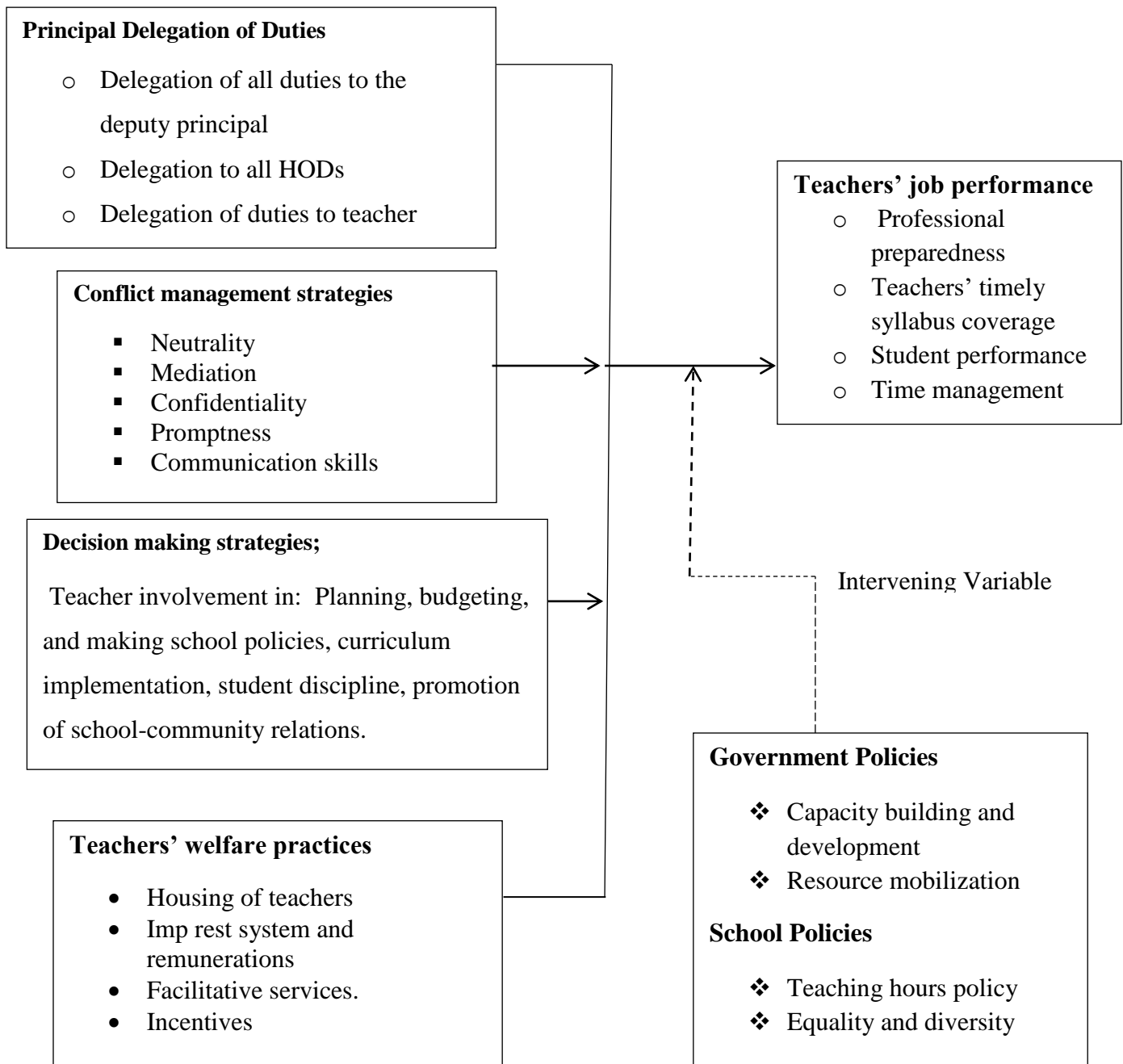


Figure 2.1: Conceptual Framework.

Researcher (2023) as source

The link between the independent variable, which includes the management support practices of the principal, and the dependent variable, which in this study is comprised of teacher job

performance, is depicted in Figure 2.1. The graphic shows that the researcher's goal is to determine the direct impact of principal management support techniques on teachers' work performance as well as the mediating role played by governmental and institutional policies. The amount of the deputy principal's, head of department's, and teacher's delegation of responsibility was examined. By examining if there are established school goals, whether teachers contribute to developing goals, and whether the principal performs performance reviews and recognizes teachers for excellent work, the principal's engagement of teachers in decision-making was assessed. The main way that welfare methods were used was through accessing the availability of facilitative services, rewards, housing, and facilities for imp rest. Time management, timely syllabus covering, students' performance, and punctuality were all used to gauge how well instructors were performing their jobs.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The research approach used for the study is described in this section. The research design, target population, sampling technique, data collection tools, data collection processes, and data processing and analysis are the chapter's major subsections.

3.2 Research Design

This study employed a descriptive design and combines qualitative and quantitative methods to accomplish its goals. Creswell (2009) contends that combining qualitative and quantitative approaches will strengthen their complementary effects. This helps with triangulation for data validity and mitigating the shortcomings of qualitative and quantitative data analysis methodologies. The descriptive approach was appropriate for the current study since it makes use of existing circumstances through their description, recording, analysis, and interpretation. To find correlations without changing the variables, it also uses several sorts of comparison or contrast. As a result, the study used an interview guide and a questionnaire for its qualitative and quantitative components, respectively.

3.3 Target Population

According to Orodho (2004), the target population consists of the objects or people being studied. The study's intended sample, or target population, is the whole population. All of the public secondary schools in Kisumu County's Nyakach Sub County were the subject of this research. The 806 people that made up the target demographic included the teachers and principals of the Sub County's to-be-selected schools. The Sub County has 52 public schools in total. In this study, schools were categorized based on boarding and day, sub-county,

county, and extra-county schools, as well as on gender as mixed schools, girls'schools, and boys'schools.

3.4 Sampling Techniques and Sample Size

The researcher used a stratified random sample strategy for the investigation. The population was divided into several strata, hence this method was acceptable (Bryman, 2015). A random sample was chosen from each group to reflect the entire population after the population was divided into its many strata, including teachers from mixed secondary, boarding or day schools, subcounty, county or extracounty, and girls' or boys' schools.

The researcher utilized a sample of 378 teachers, who were dispersed as shown in the table below, from a target population of 806 instructors.

Table 3. 1: Sampling Matrix

S/No.	Teacher category	Target population(N)	Sampling Technique	Proposed Sample	Actual participants
1	Schools	52	Stratified and simple random sampling	22	22
2	Principals	52	Stratified and simple random sampling	22	19
5	Teachers	806	Stratified and simple random sampling	378	341

Source: Researcher (2023)

According to the table, this is 46.62% of the total. According to Mugenda and Mugenda (2003), at least 30% of the sampled respondents are required for a thorough social science study in order to draw inferences from the data. As a result, the research is considered to be of a standard quality since the percentages of the sample of respondents utilized in the study are greater than 30%.

3.5 Data Collection Instruments

The researcher used a questionnaire and an interviewing guide as her two study tools. The research goals served as a guide for the development of the instruments.

3.5.1 Questionnaires

The questionnaire, in Kothari's opinion (2011), is the best instrument for the job since it can gather a lot of data quickly, is less expensive, and lets the researcher make clear what the analysis's goals are. The teachers' survey had both closed-ended and open-ended questions. A questionnaire is used to gauge the likelihood of direct, even, and blunt replies, claim Mugenda & Mugenda (2003). The questionnaire was divided into two sections. Section A dealt with the demographic information, which included the gender, educational attainment, and teaching experience. On the other hand, subsections in Sections B, C, D, and E were focused on the variables in the research goals. This included the principal's distribution of responsibility, conflict resolution techniques, decision-making techniques, and implementation of teachers' welfare procedures (see appendix III).

3.5.2 Interview guide

According to Orodho (2009), an interview guide is a person who asks an interviewee questions orally in order to gather information. The researcher utilized an interview guide to get information from the school principals. The interview guide was ideal for gathering distinctive, precise, and bias-free information. It also made it possible to gather data in a more

thorough manner, which improved comprehension and increased response rates. The principals' interview guide was divided into two parts. The demographic data in Section A contained the principal's age, gender, educational background, and years of experience. The variables in the research goals were the focus of the four subsections that made up Section B. This covered the principal's transfer of responsibility, techniques for handling conflicts, methods for making decisions, and the principal's use of teachers' welfare practices. (Refer to Appendix IV.

3.6 Validity

Validity, as defined by Kombo & Tromp (2006), is the extent to which a test measures what it is intended to measure. Both context validity and content validity were used in the investigation. By segmenting the research instruments according to the study's aims, context validity was attained. This made sure that the questions on a certain goal were in one area. The typical method for determining whether a measure's content is valid entails consulting with a specialist or expert in the relevant field, which aids in identifying the content of the questions, fixing wording and sequencing issues prior to the study, and looking into ways to enhance the study's overall quality (Webb, 2006). The supervisors from the school of education were consulted by the researcher for this study's purposes in order to establish the research instrument's content validity.

3.7 Reliability

According to Gay (2007), the degree of reliability is how well a question regularly assesses the intended outcome. Through a pilot study in three schools, tests and retests of the instrument were conducted at two-week intervals to demonstrate its reliability. Then, a coefficient connection was established between them. As a measure of agreement, the Pearson correlation between the two sets was calculated; the stronger the correlation, the

more reliable the measurement. Software from the Statistical Package for Social Sciences (SPSS) was used to determine the reliability coefficient. High dependability was considered to be shown by a correlation coefficient of 0.75 or above. According to Orodho (2009), the instrument was deemed trustworthy for the study because the result was 0.803.

3.8 Data Collection Techniques

The researcher made certain that all of the necessary research tools were available. The utilized questionnaires were flawless, and a suitable number of copies were provided. A timetable that reflects the precise dates and duration of each activity and event in this research study was created by the researcher. The University of Nairobi issued a letter of permission to the researcher. The researcher then submitted an application for a research permission to NACOSTI, the National Commission for Science, Technology, and Innovation. The researcher was given permission to conduct the research at secondary schools in the Nyakach sub County of Kisumu County after acquiring the permit (appendix II). The researcher then delivered the introduction letter and the permit to the County Director of Education in Kisumu County. The researcher then called the Sub-County Director of Education (SCDE) for the Nyach Sub-County as a matter of politeness to introduce herself. The researcher then went to each sampled school, arranged for interviews with the administrators, and used the drop-and-pick approach to deliver surveys to the instructors. The principals were also the subject of parallel face-to-face interviews. Both data sets were gathered, examined, and evaluated roughly at the same time.

3.9 Data Analysis Techniques

Descriptive and inferential statistics were used to analyze the quantitative data that was gathered. Frequencies and percentages were provided in the descriptive statistics. The data analysis was then carried out using SPSS, a statistical package for social sciences. In order to

illustrate the link and association between the research variables, the data were analyzed using descriptive statistics, such as frequency distribution and percentages, as well as inferential statistics, namely Pearson's correlation. To draw inferences that were understandable, the data was shown as tables, pie charts, and graphs. On the other side, continuous prose was used to analyze and display qualitative data.

3.10 Ethical Consideration

It is necessary to raise awareness of the institutions and research participants before conducting a study (Wilson and Hunter 2010). According to Thakhathi, Shepherd, and Nosizo (2018), ethical issues are crucial in research because they deter data fabrication or falsification and promote the pursuit of information and truth, which is the fundamental goal of doing a study. In accordance with the basics of research ethics, this study was carried out. The anonymity of the subjects protected them from abuse and discrimination. All of the data obtained from the individuals was kept in strict confidence. This was accomplished by making ensuring that the individuals' identities were not included in the questionnaires and that the study results were only utilized for academic reasons. This study showed shortcomings in the leadership of schools in the study region and requested in-depth information on management support techniques. In order to prevent the principals from growing weary of the ramifications of the research, the researcher talked with them beforehand. Respondents were informed in advance of the questionnaire's contents, including what is being examined, the objective of the study, those engaged in the investigation, the type of participation expected of each subject, and the techniques used to gather data.

Both throughout and after the study procedure, ethics were upheld. The researcher made sure that the research materials were not altered and that the study's findings were accurately and impartially published. Member checking was used to confirm the veracity of the data collected from the participants. The use of pseudonyms for the participants helped to safeguard the confidentiality of any information they may have shared. Finally, the researcher cited both primary and secondary sources of material to avoid plagiarism. The raw data was safely stored by the researcher and will be deleted six months after the thesis is turned in. The researcher also adhered to the American Psychological Association (APA) seventh edition when writing and acknowledging any data sources.

CHAPTER FOUR

DATA ANALYSIS DISCUSSIONS AND INTERPRETATION

4.1 Introduction

The demographic information of the research participants is covered in this chapter along with the response rate and an analysis of the study variables in light of the study's goals. .

4.2 The response rate of the study participants

A questionnaire and an interviewing guide were used in this study to gather data from participants. For teachers, a questionnaire was employed, and for school principals, an interview guide. Table 4.1 gives an overview of the response rate.

Table 4. 1: response rate of the study participants

Participants	Population	Sampled participants	Actual participants	Response rate (%)
Schools	52	22	22	100%
Principals	52	22	19	86.36%
Teachers	806	378	341	90.21%

Table 4.1 shows that of the 378 sampled teachers who took part in the study, 341 (90.21%) completed the questionnaire and returned it, whereas 37 (9.78%) teachers did not return the questionnaires or returned them with blanks on them for unknown reasons. Some of those who did not return their surveys stated they had forgotten them and were unable to find them. These elements caused the instructors' return rate to decrease by 9.78%. Table 4.1 also reveals that, of the 22 (100%) principals chosen for the study, 14 (63.63%) were available for

in-person interviews, and 5 (22.72%) were available for phone interviews, resulting in a response rate of 19 (86.36%). The failure to locate 3 (13.64%) of the principals for either a face-to-face or telephone interview reduced the response rate by 13.64%, or 3 principals. According to Mugenda & Mugenda (2013), a response rate of 50% is adequate for data analysis and reporting, a response rate of 60% is good, and a response rate of 70% and above is remarkable. The overall response rate was 90%, which they suggest.

4.2.2. Demographic Information of the respondents

The research set out to determine the gender, age, teaching experience, and educational background of the teachers and principals.

4.2.2.1. Analysis of gender of the respondents

The purpose of the study was to identify the gender of the participants in the public secondary schools in Nyakach Sub County, Kisumu County, in order to ascertain whether there was a statistically significant difference between the ratings of the principals' use of management support practices on teachers' job performance between male and female participants. In Table 4.2, the gender of the participants is analyzed and reported.

Table 4. 2; Gender of participants

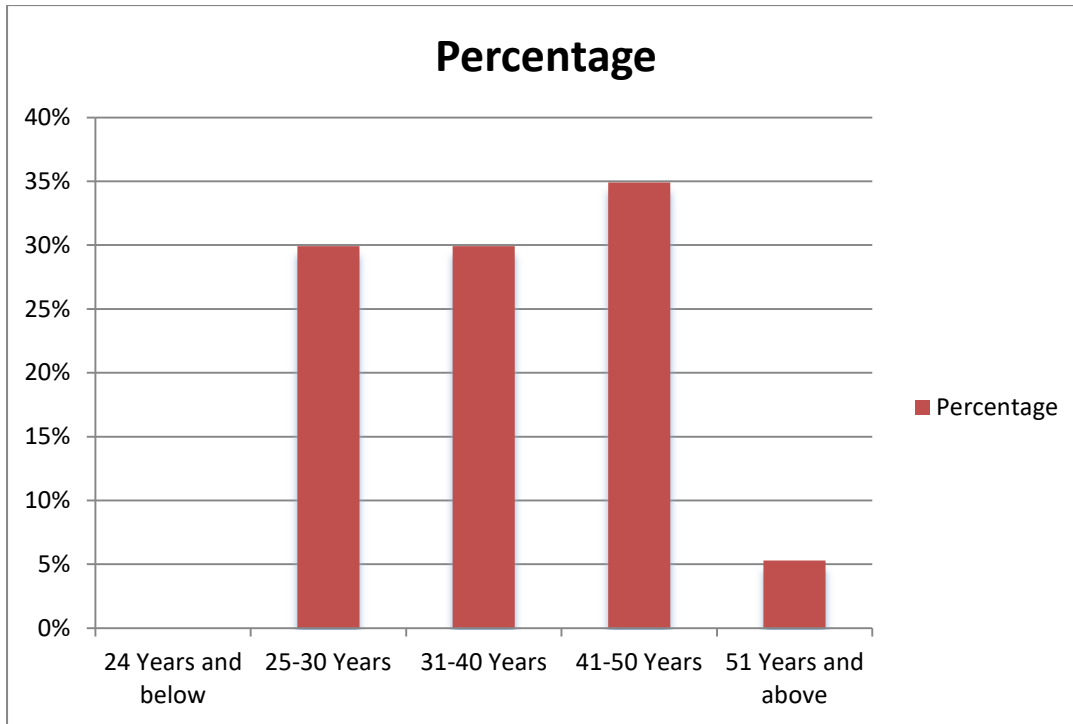
Participants	Male	%	Females	%
Teachers	239	70.09%	102	29.91%
Principals	13	68.42%	6	31.58%

The findings show that out of 341 instructors who took part in the survey, or 90.21 percent, 239 (70.09%) were men and 102 women, or 29.91%. According to the survey, 13 (68.42%) of the 19 principals questioned were men, and 6 (31.58%) were women.

4.2.2.2. Distribution of teachers according to age bracket

The study also aimed to determine the age range for teachers, and Figure 4.1 depicts the distribution of participants by age.

Figure 4. 1: Teacher participant’s distribution according to age.

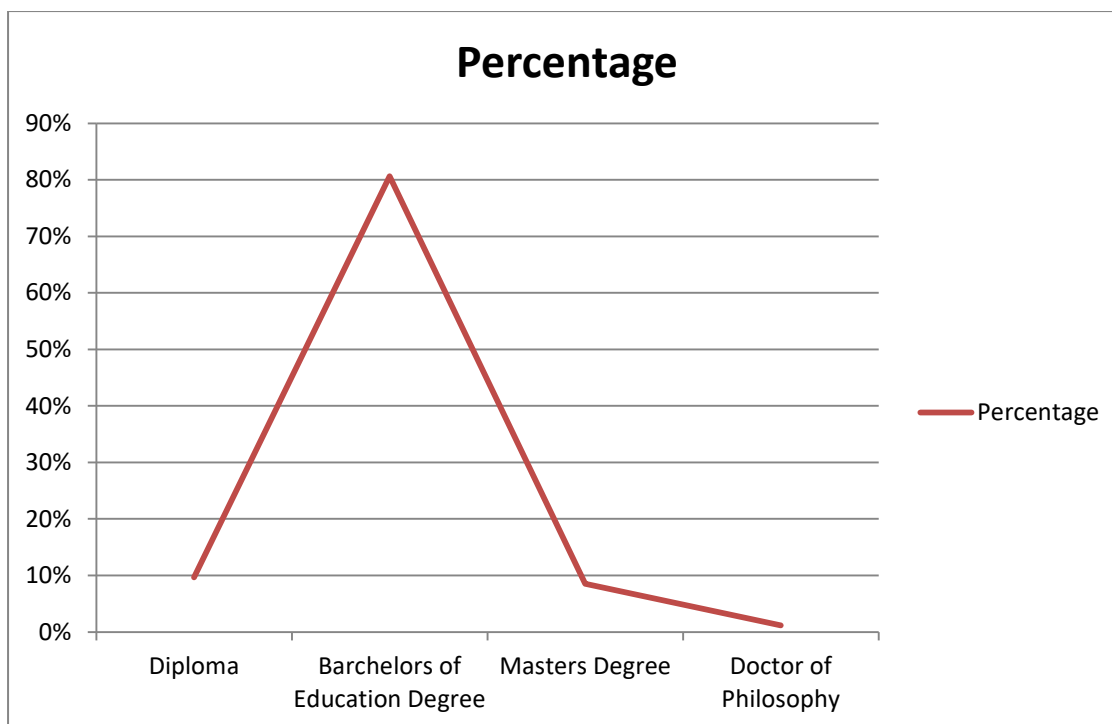


According to the survey, there were no instructors younger than 24 years old, 30% of the participants were teachers between the ages of 25 and 30, and the same percentage was found among teachers between the ages of 31 and 40. The majority of the instructors who participated in the study—about 35%—were between the ages of 41 and 50, while just 5% were discovered to be above the age of 51.

4.2.2.3. Distribution of teacher participants according to Level of Education

The participants' degree of education was also requested of them. This was done in order to determine whether there could be a connection between educational attainment and work performance. The outcomes are shown in the figure 4.2 down below.

Figure 4. 2: A line graph showing teacher participants level of Education.



According to a review of the data, 275 teachers (or 80.65%) of those who took part in the survey possessed a bachelor's degree or above. There were 33 instructors (9.68%) who had degrees. 29 (8.50%) of the teachers have a master's degree or above. Only 4 (1.17%) of the professors had doctorates, a very small number. This demonstrates that the majority of teachers have attained the competence, knowledge, and abilities necessary to execute their jobs more effectively.

4.2.2.4. Distribution of Teachers according to Teaching Experience

Instructors at the chosen public secondary schools were asked to identify their years of experience teaching, which was used to determine the instructors' experience. The findings are displayed in Figure 4.3.

Figure 4. 3: Distribution of Teachers according to Teaching Experience.

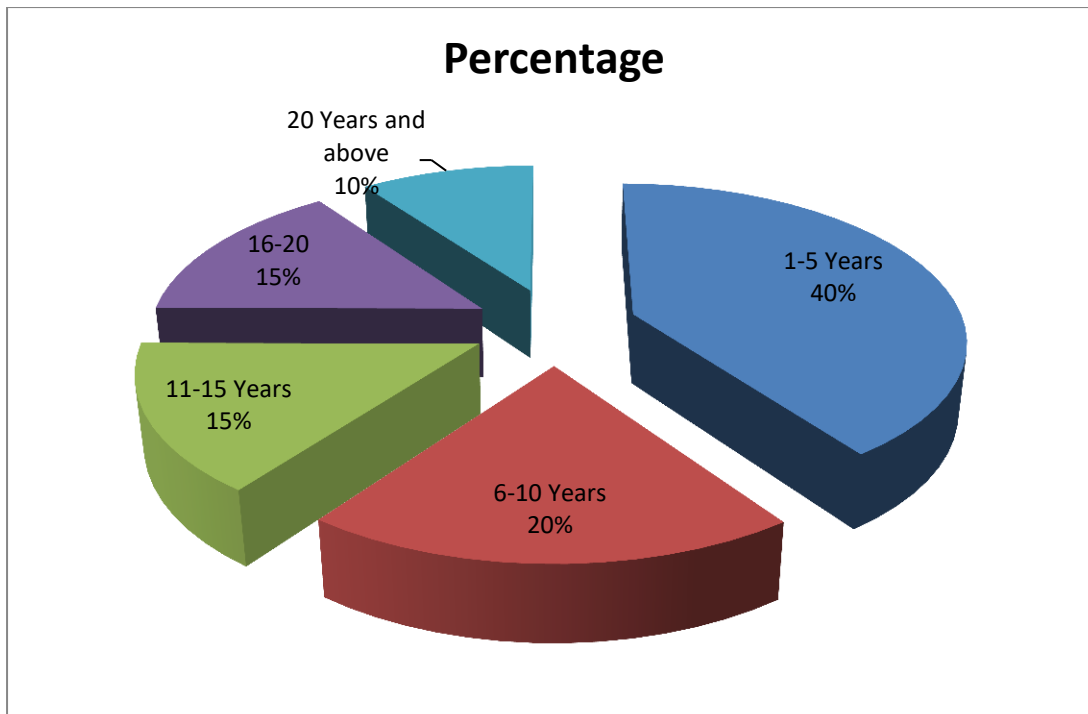


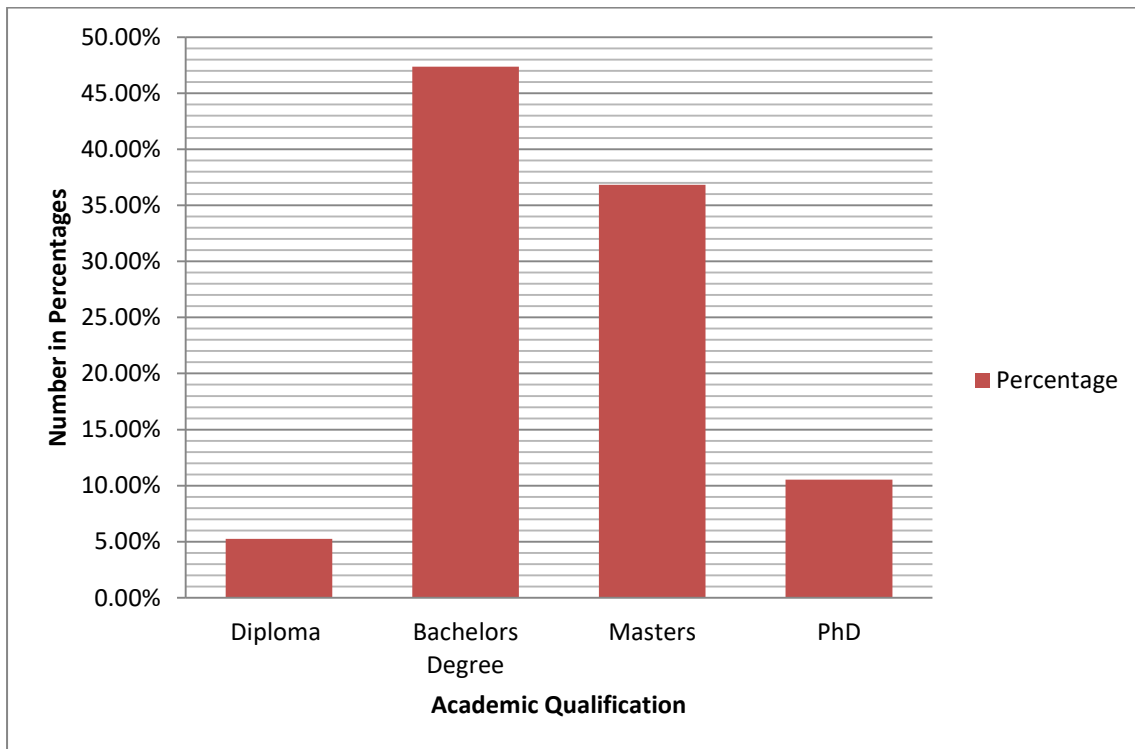
Figure 4.3: Teaching Experience of Participants

The majority of instructors (40%) have one to five years of experience in the classroom, followed by those with six to ten years of experience, those with eleven to fifteen years of experience, and those with sixteen to twenty years of experience, each at 15%. 10% of participants had more than 20 years of teaching experience. This demonstrated that people with five years of experience or less have experienced coworkers to learn from.

4.2.2.5. Distribution of Principals according to Academic Qualification

In order to determine if the participating principals possessed the needed knowledge and skills to implement acceptable administrative procedures that would improve teachers' job performance in schools, we asked them to indicate their professional qualification levels. This is so that qualified principals can manage conflicts, delegate tasks, apply decision-making strategies, and implement teacher welfare practices in educational institutions more successfully than those who don't meet the minimum requirements. Figure 4.4 displays the replies from the teachers.

Figure 4. 4: Distribution of Participant Principals’ Academic Qualification.



The study shown in Figure 4.4 established the principals' various degrees of professional qualification. The bulk of the principals (9, 47.37%) held bachelor's degrees, which in Kenya is the minimal educational qualification for the position (TSC, 2019). Given that just 1 (5.26%) of the principals had a diploma but had extensive experience, it was inferred that all of them were eligible to serve as school principals. Figure 5 demonstrates that an additional 7 (36.84%) of the participating principals had earned a master's degree, and 2 (10.53%) were PhD graduates.

4.2.2.6 Distribution of the Principals by Years of Experience

In order to ascertain if principals had acquired the knowledge and abilities necessary to manage human resources in public schools using a variety of methodologies, the research tried to determine the length of experience of principals. implementing managerial support strategies that would enhance teachers' performance on the job. Figure 4.5 presents the findings.

Figure 4. 5: Distribution of participant principals according to Years of Experience

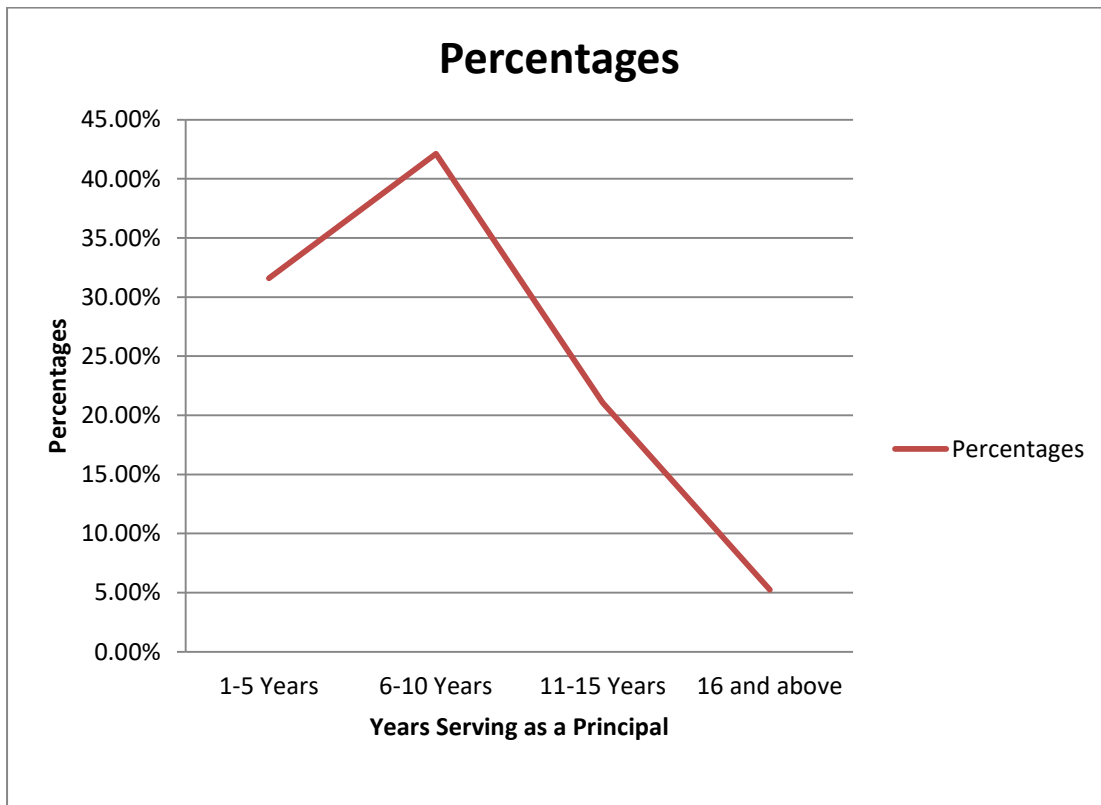


Figure 4.5: Distribution of participant principals according to Years of Experience

According to the findings analysis, 6 (31.58%) of the principals had experience of 1 to 5 years, 5.26% had experience of 16 years or more, and 4 (21.05%) of the principals had experience of between 11 and 15 years. 42.11 percent of the principals (n=9) have been in that position for six to ten years. Principals may learn a lot about teacher management support strategies and how they affect teachers' job performance in their particular schools by participating in this experience. Aslanargun (2015) further acknowledges that principals' knowledge and interaction with teachers also tend to increase with years of administrative experience in the school. These findings are consistent with those of Gholston (2015) who discovered that work experience was a key factor in managers' hiring decisions in the USA.

The Findings of the Study

This section discusses the study's findings in light of its goals, which include: the delegation of tasks by principals; tactics for handling conflicts; techniques for making decisions; and the use of practices for improving teachers' welfare to improve work performance.

4.3. Duty Delegation Strategy as a Management Support Practice in enhancing teachers' job performance.

The study's main goal was to identify the principals' delegation procedures and how they affect teachers' job performance in Nyakach Sub County, Kisumu County, Kenya.

4.3.1 Data Presentation and Interpretation

Teachers were asked to express their degree of agreement or disagreement with the claims made concerning the methods used by administrators to delegate tasks in order to improve the performance of teachers in public secondary schools in Nyakach Sub County, Kisumu County. Table 4.3 displays the results using the scale of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD) that the instructors used.

Table 4. 3: Teachers' response on Delegation on teachers' job performance

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Delegation to deputy principal.	42	22.32	77	22.58	53	15.54	99	29.03	69	20.23
Delegation to HODs.	73	21.41	79	23.17	44	12.90	93	27.27	52	15.25
Delegation to all teachers	51	14.96	71	20.86	36	10.56	100	29.35	83	24.34
Delegation to deputies enhance performance	83	24.34	100	29.33	36	10.56	71	20.82	51	14.96
Delegation to HODs enhances job performance.	58	17.01	105	30.79	57	16.72	78	22.87	43	12.61
Delegations to teachers enhance performance.	33	9.68	132	38.71	46	13.49	79	23.17	51	14.96

According to table 4.3 of the study, the majority of teachers, 99(29.03%), disagreed that principals delegate duties to deputy principals, 77(22.58%) teachers agreed that their principals do so, 69(20.23%) teachers strongly disagreed with the statement that their principals do so, 53(15.54%) teachers were undecided, and 42(12.32%) teachers strongly agreed with the statement. Principals fail to own up school programs by failing to assign tasks to their deputies, which demoralizes them. A majority of teachers—93 (27.27%)—disagreed with the statement that the principal delegate duties to HODs, followed by 79 (23.17%) who strongly agreed, 73 (21.41%) who strongly disagreed, and 52 (15.25%) who were undecided—on the issue of the principal's delegation of department-related duties to HODs.

The table 4.3 also shows that 100 teachers (29.33%) disagreed with the statement that the principal delegate duties to all teachers, 83 teachers (24.34%) strongly disagreed with the statement, 71 teachers (20.82%) agreed with the statement, 51 teachers (14.96%) strongly agreed with the statement, and 36 teachers (10.56%) were undecided. These findings provide a significant issue to school administration because they may cause instructors to stop seeing the school as their own property.

Regarding delegation, the study's findings revealed that 100 teachers (29.33%) agreed that giving their deputies more responsibilities improves their performance on the job; 83 teachers (24.34%) strongly agreed; 71 teachers (20.82%) disagreed; 51 teachers (14.96%) disagreed; and 36 teachers (10.56%) were unsure.

The majority of teachers, 105(30.79%), agreed with the statement regarding the principal delegation of departmental related duties to the heads of departments (HODs), the least number, 43(12.61%), strongly disagreed with the statement, 78(22.87%) of the participants disagreed with the statement, 58(17.01%) of the participants strongly agreed with the statement, and 57(16.72%) were undecided. The findings revealed that while most instructors

felt that delegating tasks to HODs improved teachers' work performance, a somewhat smaller minority disagreed. This might indicate a monopoly of responsibilities by some principals, depriving the HODs of opportunity to advance in administrative techniques as they handle difficulties delegated, which resulted in a lack of institutional ownership and decreased job performance.

The replies from teachers to the administrators' delegation of tasks to all teachers on improving teachers' work performance are further displayed in the results on Table 4.3. The majority of teachers, 132 (38.71%), believed that delegation from principals to all teachers increased teachers' work performance in their schools. However, 79 (23.17%) disagreed, 51 (14.96%) strongly opposed, 46 (13.49%) were unsure, and 33 (9.68%) highly agreed. The answers provided by the instructors may be seen as a sign that, when given a task by the principal, the teachers were eager to accept it, found creative methods to do it, and wanted to succeed, all of which improved job performance. On the other hand, some principals don't assign tasks to different instructors. This suggests that at many schools, the principals lacked the trust necessary to assign tasks to their juniors. This would mean that the principal may get overburdened with work and be unable to carry out their duties while the instructors become passengers in the school, ultimately resulting in bad teacher job performance.

Teachers were also asked to comment on how much they believed the administrators' delegating of duties improved the effectiveness of teachers in public secondary schools. Very large extent, great extent, moderate extent, small extent, and no extent were the degrees of measurement that were employed. Table 4.4 lists the information that was gathered.

Table 4. 4: Extent to which the Principals' delegation of duty Enhanced Teachers' Job Performance.

Extent	Frequency (f)	Percentages (%)
Very Great Extent	36	10.56%
Great Extent	197	57.78%
Moderate Extent	72	21.11%
Small Extent	18	5.28%
No Extent	18	5.28%

According to table 4.4, more over half of the 197 instructors (57.78%) believed that the delegation of responsibility had a significant impact on teachers' work performance at their schools.

4.3.2 Qualitative findings on principals' delegation strategies on teachers' job performance

One of the principals explained in an interview about the delegation of duties: "I delegate duty to teachers based on their interests and expertise in various fields; this has helped me to enhance teachers' commitment to duty, and some get back to me to appreciate me for preparing them for leadership after they are promoted and deployed to other centers." (Principal 11, June 7, 2023). Another principle agreed, saying that delegation is a crucial management technique for motivating teachers to carry out their responsibilities. (12th of June 2023, Principal 13).

Another principal (Principal 3, June 12th 2023) reaffirmed that giving responsibility to deputies lessens the workload on the school principal and fosters a sense of trust, respect, and value in the process of carrying out duties, which encourages the deputy principal to take charge and give their all to making sure school programs and activities are correctly carried out. Another principal stated that giving authority to a deputy is a good leadership quality that most leaders overlook. These leaders, who frequently have their staff divided into groups, have poor working relationships with their staff members and with the administration, which ultimately leads to poor job performance. The study's findings suggest that when duties are delegated to deputy principals, it is a sign of the principals' trust and confidence in them. Owning educational initiatives would result in inventiveness, which would increase job performance.

Mary (2010), who performed research on delegation and work satisfaction in secondary schools in Uganda, supports the study's conclusions. The study found that by becoming more active in managing the business of their schools, teachers are motivated to do their work effectively, be innovative, and strive for excellence.

This conclusion was backed by another principle (principal 15, 13 June 2023) who said that a principal who doesn't delegate runs the school like an automatic automobile whose alarm can't be turned off without the owner's key and makes a scene until the owner gets there to turn it off. His assertion can imply that when a principal doesn't delegate, nothing gets done in his or her absence, and the school stops operating when the principal isn't there.

principle 4 stated in another interview on delegation, "Teachers who are not given responsibilities feel inadequate and, in most circumstances, believe the school is all about the principle. Additionally, these instructors can notice something is off and choose to ignore it because the school administrator failed to delegate, thus they were not forced to take responsibility for the administration process. Even when kids boycott school events under their supervision, teachers in such a school don't perceive anything wrong with it. In my school, I give my teachers the reins and support them in taking ownership of and credit for the achievement of the school's activities. Leadership is about successfully convincing people to carry out plans.

When interviewed, Principal 12 stated, "When instructors are not given tasks to complete, they tend to withdraw and feel no need to report for duty, most teachers get demoralized and their turnover is reduced. When experienced instructors are not given tasks to do, they find themselves searching for transfer to organizations where they would be recognized, creating a void in the prior school. This conclusion is consistent with that of George (2019), who noted that a high teacher turnover rate has a detrimental influence on attempts to reform schools because it disturbs the stability and continuity of instruction. The management of turnover and teacher retention is another difficulty for the overall educational system.

4.3.3 Correlational Analysis of Principals' delegation strategies and Teachers' job Performance.

A correlation analysis was carried out to establish the relationship between duty delegation strategies used by the principal on teachers' job performance. It also sought to test the null hypothesis that there is no significant relationship between delegation strategies used by principals and Teachers' job performance. The results of the correlation in the study are presented in table 4.5 below

Table 4. 5: Correlation on delegation strategy and teachers' job performance

Delegation strategy applied	Sig.(2 tailed)	Pearson correlation
Delegation to deputies	0.000	0.701
Delegation to HODs	0.000	0.596
Delegation to teachers	0.000	0.523
		Mean 0.607

Table 4.5's correlation results reveal a strong positive and significant relationship between the delegation of duties by principals to deputies and the job performance of teachers at ($r=0.701$, $p=0.000 > 0.05$), to HODs and teachers at ($r=0.596$, $p=0.000 > 0.005$), and delegation to teachers at ($r=0.523$, $p=0.000 > 0.005$). According to the data, there is a substantial correlation between delegation at any level and improved work performance among instructors ($r=0.607$, $p=0.000 > 0.005$). This led to the conclusion that there is a considerable correlation between the amount of responsibility given to instructors and their effectiveness at work. This finding suggests that delegation of responsibility is crucial for improving instructors' work effectiveness.

4.3.4 Discussion on Delegation to teachers on teachers' job performance

The results show a substantial positive and significant correlation between increased teacher job performance and principle responsibility delegation ($r=0.607$, $p=0.000>0.05$). The provided qualitative remarks also revealed a strong positive correlation between work performance and delegation of instructor duties. Najjar (2008), who performed research on the efficiency of management in private schools in Lebanon, supports the study's conclusions. According to the report, delegation enhances flexibility in schools since no longer must every issue be brought before a central authority for a decision to be made.

These results could indicate that delegating is a motivating strategy that, when used, will improve instructors' work performance. Therefore, if school administrators want to see improved teacher job performance, they must employ delegation of responsibility more. The results are consistent with those of Peter Kii Manundu (2022), who conducted research on principals' motivational practices on teacher retention in public secondary schools in kamukunji Sub County and came to the conclusion that delegation of duties enables teachers to pick up and develop new skills as well as to foster trust and improve communication between them.

These findings are also supported by Westhuizen (2014), who conducted a study on the delegation of duties by principals to their juniors and found that delegation is essential in school management and helps to minimize management workload. School management must transfer or delegate some of their responsibilities and duties to their juniors in order to ensure they have enough time for consideration. The results of a study by Matovu and Ssegawa (2020), which examined the relationship between the head teacher's delegation practices and the psychological job commitment of teachers in secondary schools in Kira Municipality Wakiso District, Uganda, found that delegation inspired teachers to be more effective and creative by becoming more involved in the management of their schools and work toward improving student achievement.

Qualitative findings also showed that professors who aren't given assignments tend to be withdrawn and, as a result, always wish to transfer to other institutions. Additionally, the expense of replacing, hiring, and appointing new teachers, which is likewise characterized by lengthy wait times until replacements are made, is imposed on education systems by teacher attrition. Mgbodile (2020) argued that the degree to which individual skills and efforts are channelled toward cooperative endeavors heavily influences the performance of any institution, whether public or private. Therefore, for the efficient operation of the school and the improvement of the administrative system, school principals should constantly delegate supervisory tasks to employees. Matovu and Ssegawa (2020), who looked at the relationship between the head teacher's delegation procedures and the psychological job commitment of teachers in secondary schools in Kira Municipality Wakiso District, Uganda, came to similar conclusions. The Pearson's moment correlation coefficient results, which were used to measure the statistical relationship, showed that delegation motivated teachers to be more effective and creative by becoming more involved in the management of their schools and working toward perfection, which improved teacher job performance.

In a study on teachers' perceptions of delegation in secondary schools in Kenya's Mathioya District and Murang'a County, Irungu (2012) discovered that some tasks, like managing finances and carrying out BOM policy implementation activities, are not delegated by head teachers to any of their teachers. While the head teachers mentioned improved accountability, the general consensus among the instructors is that there are certain benefits associated with those responsibilities.

4.4. Principals' Conflict Management and Teachers' Job Performance

Finding out if there is a connection between the performance of teachers and the conflict management techniques employed by the principal was the main goal of the research for objective two.

4.4.1 Data Presentation and Interpretation

Teachers in public secondary schools in Nyakach Sub County, Kisumu County, were asked to express their degree of agreement or disagreement with the assertions concerning the conflict management tactics used by administrators to improve teachers' work performance. Table 4.6 displays the results using the scale of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD) that the teachers used.

Table 4. 6: Principals' conflict management strategies in enhancement of teachers job performance

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Neutrality in conflict resolution	161	47.21	68	19.94	49	14.37	29	8.50	34	9.97
Mediation in conflict resolution	102	29.91	154	45.16	17	4.99	17	4.99	34	9.97
Confidentiality in conflict resolution	102	29.91	120	35.19	37	10.85	31	9.09	51	14.96

Promptness in resolving conflicts	99	29.03	58	17.01	103	30.21	44	12.9	37	10.85
Communication skills on conflict resolution	68	19.94%	123	36.07%	75	21.99%	54	15.84%	21	6.16%
Neutrality enhances performance.	145	42.52	94	27.57	33	9.68	69	20.23	0	0
Mediation enhances performance.	139	40.76	117	34.31	29	8.50	39	11.44	17	4.99
Confidentiality enhances performance.	126	36.95	146	42.82	34	9.97	18	5.28	17	4.99
Promptness enhances job performance	143	41.94	85	24.93	57	16.72	39	11.44	17	4.99
Communication skills enhance performance.	189	55.43	85	24.93	27	7.92	40	11.73	0	0

Table 4.6 demonstrates that 161 (47.21%) of the teachers strongly agreed with the assertion that their principal maintains a neutral position while settling teacher disagreements and that 68 (19.94%) of the teachers agreed with the statement. Only 29 (8.50%) people strongly disagreed with the statement, compared to 34 (9.97%) who disagreed. Principals must preserve their impartiality and neutrality while settling disputes. Being impartial is a crucial tactic in dispute resolution. When the dispute-resolution procedure is free from the biases and preconceptions of the principle, the disagreeing teachers may concentrate on finding solutions to their issues without the principal's influence. According to Sumilee (2013), the school principle serves as a mediator in conflict resolution, and his efforts help to achieve positive results by increasing disputants' faith in the impartiality of mediators.

The majority of teachers, 154 (45.16%), agreed with the statement, 102 (29.91%) strongly agreed with the statement, and 34 (9.97%) strongly disagreed with the statement regarding the principle acting as a mediator in settling teachers' problems. In each instance, 17 instructors (4.99) each disagreed with the assertion or were unsure. Additionally, 139 of the

teachers (40.76%) strongly agreed with the statement that the performance of teachers is improved when the principal mediates disputes amongst instructors. Additionally, 117 teachers (34.31%) agreed with the statement, 39 teachers (11.44%) disagreed with the statement, 17 teachers (4.9%) strongly disagreed with the statement, and 29 teachers (8.5%) were unsure about the impact of the administrators' acting as mediators on teachers' job performance.

The results support Amoh's (2020) recommendation that mediation be used as a preferred option to other conflict management techniques. Therefore, it's critical that administrators and instructors use mediation whenever and wherever disputes emerge.

Regarding whether or not principals keep teachers' conflict-related issues confidential, 120 teachers (35.19%) agreed with the statement, 102 teachers (29.5% strongly agreed, 51 teachers (14.96%) strongly disagreed with the statement, 31 teachers (9.09%) disagreed, and 37 teachers (10.85%) were unsure. This might imply a lack of trust on the part of the instructors who weren't sure and that they haven't discussed any conflicts with the principals or are actively avoiding them. The results also show that many principals are not trusted by their instructors to handle sensitive problems, according to the findings. This might lead to a poor working environment.

A majority of the teachers—146 (42.82%)—agreed with the statement that principals' keeping of teachers' resolved or to be resolved conflict related issues confidential enhanced teachers' job performance. Another group of 126 (36.95%) strongly agreed with the statement, 18 (5.28%) teachers disagreed with the statement, and 17 (4.9%) strongly disagreed, while 34 (9.97%) of the teachers who participated were undecided. The findings indicated that if all secondary school administrators addressed teachers' conflict-related concerns, teachers would grow to trust them and seek their assistance in resolving such

situations. As a result, teachers would feel more at ease and devote more of their energy to carrying out their duties successfully, which would improve their job performance. Because it safeguards people's choices and rights, confidentiality is essential for maintaining harmony among instructors. According to Eisenkopf (2016), maintaining confidentiality fosters a climate of trust in which instructors feel free to talk about difficult subjects because they know that their safety, personal integrity, and privacy would be upheld.

According to the findings in table 7, the majority of participants, 103 (30.21%), were unsure if the administrator responds quickly to resolve conflicts amongst teachers both within and outside the school. This may suggest that most teachers lack faith in their principals and do not bring up conflict-related concerns with them, making it challenging for them to determine whether or not the principle would respond quickly to their conflict-related circumstances. 37 (10.185%) highly disagreed with the statement, 44 (12.9%) disagreed with the statement, and 99 (29.03%) strongly agreed with it. The principal must build a trustworthy relationship with the teaching staff in order for teachers to feel comfortable sharing their conflict-related issues and receiving assistance in amicably resolving their disputes. Understanding of teachers' conflict-related issues is crucial to the management of schools.

The majority of teachers, 143 (41.94%), firmly agreed that when principals intervene quickly to resolve conflicts amongst teachers inside and outside of the school environment, teachers' work performance is improved. 85 teachers (or 24.93%) agreed with the statement, 39 teachers (or 11.44%) disagreed, the fewest number of 17 teachers (or 4.99%) strongly disagreed with the statement, and 57 teachers (or 16.72%) were unsure. These findings confirm the idea that effective conflict resolution fosters teamwork, cooperation, and above all, harmony, all of which boost work output.

Teachers were also asked to comment on how much they believed the administrators' use of conflict resolution techniques improved the effectiveness of teachers in public secondary schools. Very large extent, great extent, moderate extent, small extent, and no extent were the degrees of measurement that were employed. Table 4.7 lists the information that was gathered.

Table 4. 7: Extent to which principals’ application of conflict management strategies enhances teachers’ job performance in schools in Nyakach Sub County-Kisumu County.

Extent	Frequency(F)	Percentage (%)
Very Great Extent	102	29.91
Great Extent	120	35.19
Moderate Extent	68	19.94
Small Extent	51	14.96
No Extent	17	4.99

In table 4.7, majority of the teachers, 120(29.91%) stated that they thought principals’ application of conflict management strategies enhanced teachers’ job performance to a great extent.

4.4.2 Qualitative Findings on Principals' Conflict Management Job Performance

One of the examined principals said, "When resolving disputes amongst teachers, I usually act impartially to give the conflicting parties authority over the resolution. Principal 4, June 11, 2023: "This has worked for me and has always improved the performance of my teachers." In contrast, a number of principals who were questioned said that no single technique works by itself and that many tactics can be used to resolve a problem. Principal 6 explained, "It is crucial to recognize that some instructors are experiencing difficulty at home and as a result, if they are not assisted in a timely manner, they may end up in conflict with colleagues and even kids. When such instructors open up and/or are recommended to others they respect and trust, they can be assisted in situations where there is trust. Being impartial, timely, and discreet, acting as a mediator, and being a good listener throughout the process, in my opinion, are the most important aspects of conflict resolution. Since a mediator must be impartial and have strong communication skills, this indicates that a principle must participate in mediation in order to resolve conflicts.

Principal 4 further explained during an interview that "postponing conflict resolution is like constructing a time bomb. I try to make sure I handle issues as they happen because when they are left unattended for a while, they become chaotic and may be difficult to settle. Another principal agreed and said, "Having your teachers believe in you is a step towards success in conflict resolution, aside from timely resolution of conflict, not taking side has helped me have my teachers develop trust in me."

The aforementioned findings were corroborated by Min (2017), who discovered that effective conflict management in any business depends on timely communication. In order to prevent disputes between teachers from escalating and impeding the performance of instructors, principals must take immediate action to address disagreements between teachers as soon as possible.

When asked how conflict management might improve teachers' work performance, the administrators said that a person who is in conflict cannot create. "A teacher in conflict is characterized by cruelty, withdrawal, and defensive," Principal 8 said. He or she takes offense at everything and everybody. Such instructors, who are emotional and may not perform, become irritated at the mere mention of their names, whether it is done with good intentions or not. In order for them to be free and settled to provide their services correctly, it is crucial that the problems are handled in a timely manner. This was confirmed by Principal 5 who said that a teacher is an employee whose mental condition is important for carrying out their duties. This research suggests that in order for teachers to be effective in their instruction, disputes within and outside of the school setting must be promptly handled and, if any, kept to a minimum. When dealing with teachers, this may be crucial since they serve as role models for behavior and train the next generation of workers who, in addition to being academically proficient, should also be well-rounded and able to function in settings outside of the classroom.

When questioned, Principal 11 said, "Some conflicts when not resolved accordingly and timely end up blowing up of proportion and finally eat institutions substantial time to resolve leaving little or no time for instruction." This conclusion is supported by Argon (2014), who claimed that when administrators lack the necessary conflict resolution abilities, they and their staff members will become trapped in one of the most significant issues that can rob them of time that could be used for teaching.

4.4.3 Correlational analysis of Principals' Conflict management Strategies and teachers' job performance.

A correlation study was conducted to determine the link between teachers' work performance and the conflict management techniques used by principals. Table 4.8 below lists the findings of the study's association.

Table 4. 8: Correlation on Conflict management strategies and teachers' job performance.

Principals' conflict management strategies	Sig. (2-tailed)	Pearson Correlation
Neutrality	0.000	0.304**
Mediation	0.000	0.405**
Confidentiality	0.000	0.467**
Promptness	0.001	0.289**
Communication skills	0.000	0.411**

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

Based on the correlation findings in Table 4.8, there was a moderately favorable and significant connection between the teachers' work performance and the principals' objectivity in settling disputes ($r=0.304$, $p=0.000 > 0.05$). The upshot of this is that when the principle is impartial in his communication, this is probably going to have a substantial good impact on the performance of instructors. The study's findings also indicate a moderately strong correlation ($r=0.405$, $p=0.000 > 0.05$) between teachers' job effectiveness and principals who mediate disputes. The study also found a moderately significant and favorable association between teachers' work performance and the principal's discretion in handling disputes ($r=0.467$, $p=0.000 > 0.05$). Additionally, the study found a moderately significant and positive correlation between teachers' work performance and their ability to resolve conflicts ($r=0.411$, $p=0.000 > 0.05$). However, the study found a weakly positive and significant relationship ($r=0.289$, $p=0.001 > 0.05$) between teachers' work performance in public

secondary schools in Nyakach Sub County, Kisumu County, and the promptness of the principals in resolving conflicts. This suggests that as a part of principals' conflict management techniques, a principal's ability to respond quickly to conflict situations does have a positive substantial impact on the work performance of teachers at public secondary schools in Nyakach sub county, Kisumu County, Kenya.

4.4.4 Discussions on Principals' Conflict Management and Job Performance

The results show a weakly positive association ($r = 0.375$, $p = 0.000 > 0.05$) between teachers' work performance and the conflict management techniques used by administrators. This suggests that when disputes involving teachers are resolved and effective techniques are applied, teachers' work performance is improved. Therefore, using the appropriate conflict resolution techniques in the classroom is crucial to improving Teachers' work performance. These findings may also suggest that school administrators need to possess the necessary leadership abilities when it comes to handling conflicts. Makaye and Ndopirefi (2012), who contend that effective principals and other school leaders should learn to lead and manage, complement these findings. They said that every head teacher must continually conduct management duties while dealing with responsibilities and time constraints.

The results showed a positive linear association between teachers' work performance and the principals' ability to handle conflict. This is complacent given the findings of Perez et al. (2007, who demonstrated how good conflict management improves organizational performance).

According to the interview's findings, retention in schools is impacted by both internal and external disagreements among teachers. It was shown that conflicted instructors always look for transfers to locations they see as safer. This results would imply that disputes inside and outside of the school environment might result in teacher turnover, antagonism, and withdrawal from school-related activities, which can have an impact on both academic and extracurricular programs. In contrast, conflict resolution improves teachers' ability to do their jobs. This result is consistent with the research by Oboegbulem and Alfa (2013), which discovered that disruption of academic programs, insufficient staffing as a result of unforeseen transfers, hostility among staff members, suspicion, and withdrawal from active participation in school activities are some of the outcomes related to conflicts. These issues have an impact on the staff's professional job in a way that makes it difficult for them to focus since they are preoccupied with other issues. When disputes are quickly addressed, instructors can focus on their work, which enhances job performance.

The qualitative statement suggests that unresolved issues are more likely to lead to authoritarian leadership in which principals refuse to take teachers' needs and opinions into consideration. This result is in line with Michael Armstrong's (2003) contention that the presence of disputes is likely to reduce the appeal of democratic leadership styles. Managers frequently lead their organizations in a dictatorial manner.

The results also showed that disputes in an institution lead to low teacher retention because those who are in conflict look for transfers to safer locations. This is supported by Armstrong (2003), who stated that when there is conflict within an organization, people prefer to leave in pursuit of a more peaceful work environment. As a result, the company loses competent and experienced staff, in this case teachers, because they left to find a more peaceful workplace.

4.5. Principals' Decision Making Strategies

4.5.1 Data presentation and interpretation

The study also looked at how teachers' work performance is impacted by the decision-making techniques used by principals. Table 4.9 displays the results using the scale of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD) used by the instructors.

Table 4.9: Principal decision making strategies

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Involvement in curriculum implementation decisions	67	19.65	171	50.15	69	20.23	34	9.97	0	0
Principal involve teachers in planning school activities	97	28.45	118	34.60	25	7.33	48	14.08	53	15.54
Principal involve teachers in budgeting	15	4.40	52	15.25	18	5.28	121	35.48	135	39.59
Principal involve teachers in making school policies	81	23.75	106	31.09	39	11.44	50	14.66	65	19.06
Involve teachers in maintenance of discipline	101	29.62	138	40.47	43	12.61	31	9.09	18	5.28
In school-community relations promotion	68	19.94	91	26.69	99	29.03	17	4.99	66	19.35
Involvement in curriculum decisions enhances performance	116	34.02	103	30.21	59	17.30	35	10.26	28	8.21
Involvement in planning school activities enhance performance	135	39.59	87	25.51	19	5.57	50	14.66	50	14.66
Involvement in budgeting enhances job performance	76	22.29	107	31.38	106	31.09	41	12.02	11	3.23
Involvement in policy formulation enhances performance	148	43.40	102	29.91	19	5.57	17	4.99	55	16.13
Involvement in discipline maintenance enhances performance	154	45.16	136	39.88	0	0	0	0	51	14.96
Involvement in PSCR enhances job performance	56	16.42	93	27.27	89	26.10	34	9.97	69	20.23

Results from table 4.9 showed that 171 teachers (50.15%) agreed with the statement that principals should involve teachers in decisions about curriculum implementation, 67 teachers (19.65%) strongly agreed with the statement, 69 participants (20.23%) were unsure, and 34 teachers (9.97%) disagreed with the statement but none strongly disagreed. These findings show that, on average, principals consult with teachers when making choices about how to execute the curriculum. This may imply that principals cannot adopt curricula on their own, and those who are not including teachers should be urged to do so since it is the only way to ensure that teachers take responsibility for the entire process.

Most respondents who addressed the questionnaire's open-ended questions emphasized that principals often make choices alone, especially those that are financially significant. However, teachers felt that being involved in budgeting was as vital in involving students in the school's activities. The results show that teacher motivation and, consequently, work performance were significantly impacted by the amount of involvement instructors had in the administration of financial resources. This result is consistent with the findings of Mazandarani and Abedini (2015) and Somech (2010), who claimed that teachers' involvement in budget development in various departments encouraged them to raise academic standards. The study also supports the findings of Millet (2010) and Bakker, Schaufeli, Leiter, and Taris (2008), which showed that teachers' involvement in budget preparation and allocation improved task performance, productivity, creativity, absenteeism, attention rates, commitment, and academic quality. This study also supports Wadesango's (2013) results that teachers' involvement in budget control was important for motivating them since it made them feel valued when their interests and areas of competence were taken into account. The results are in line with those of Swanepoel and Booyse (2006), who found that when instructors took a leading role in the administration of financial resources, reform had the most beneficial effects. The study's findings also corroborate Khake and Worku's (2013)

assertion that allocating financial resources for monitoring and evaluation required not just allocating those funds but also planning, managing, and controlling those funds in order to get the intended results.

A total of 116 respondents (or 34.02%) strongly agreed with the statement that teacher involvement in decision-making regarding curriculum implementation improves teachers' job performance, 103 respondents (or 30.21%) agreed, 59 respondents (or 17.30%) were undecided, 35 respondents (or 10.26%) disagreed, and a further 28 respondents (or 8.21%) strongly disagreed with the statement. The findings demonstrate that when teachers are involved in making decisions about the implementation of curricula, they assume responsibility for the entire process and exert every effort to ensure that the desired outcomes are achieved. On the other hand, when instructors are only given instructions and are not involved, some of them may not care about the outcome, others will be distant and avoid taking on obligations, and these behaviors may reduce their ability to do their jobs effectively.

The majority of participants, 118 (34.6%), agreed with the statement that administrators include teachers in organizing school activities; 97 (28.25%) strongly agreed; 48 (14.08%), 53 (15.54%), and 25 (7.33%), disagreed with the statement. This shows that principals involve teachers with resources on a modest basis. 135 (39.59%) of the participants strongly agreed with the statement that the principal's inclusion of teachers in the planning of school activities improves teachers' work performance. Additionally, 87 (25.51%) agreed, whereas 50 (14.66%) were equally likely to strongly agree or disagree with the statement, and 19 (5.57%) were unsure of their position.

A total of 75.07% of participants opposed or severely disagreed with the assertion that administrators include teachers in budgeting, 121 (35.48%) strongly disagreed, 135 (39.59%)

strongly agreed, 52 (15.25%) agreed, 15 (4.40%) highly agreed, and 18 (5.28%) were indecisive. Teachers were also asked to score their degree of agreement with the assertion that teacher engagement in budgeting improves teacher job performance. Of the participants, 107 (31.38%) agreed with the statement, while 106 (31.9%) were indecisive. Of the remaining individuals, 76 (22.29%) strongly agreed with the statement, 41 (12.02%) disagreed, and 11 (3.23%) extremely disagreed. The findings indicate that, on average, principals do not include teachers in budgetary choices, albeit there are few cases where this is seen to improve teachers' job performance. Participation by teachers in decision-making processes, such as budgeting and resource management, will increase their motivation and, as a result, their ability to execute their jobs more effectively. This study showed a substantial association between teachers' degree of engagement in the administration of physical facilities and their motivation, which is consistent with Kalai KPMJ&M's (2018) research on the impacts of teachers' participation in resource management. Lying, slandering, and rudeness Teachers who believe they are not participating in making crucial choices have created the negative impression that principals exploit school resources to enrich themselves, which to some would be a chance to build vital management skills. The findings are consistent with Ramani and Zhimin's (2010) finding that school administrators occasionally run into issues when instructors suspect that administrators are using school resources for their own personal advantage.

Most participants (54.84%) agreed that the principle supports and includes teachers in creating school policies (106 agreed and 81 strongly agreed). Regarding how administrators' engagement and promotion of teachers' participation in creating school policies increases teachers' job performance, the majority of participants—148 (43.4%) strongly agreed and 102 (29.91%) agreed—agreed. The majority of participants—239 (70.09%)—also agreed (both agree and strongly agree) that principals should involve teachers in upholding school rules;

49 (14.37%) disagreed, and 43 (12.61%) were unsure. A total of 290 people (85.04%) agreed that teachers' participation in upholding school rules improves their work performance, 51 people (14.96%) strongly disagreed, and none were indifferent.

Only 159 respondents (46.63%) supported the idea of principals involving teachers in the development of school community connections, while 99 respondents (29.03%) were unsure and 83 respondents (24.34%) disagreed. Regarding how engagement of teachers in fostering school community ties affects teachers' work performance, 149 respondents (43.69%) agreed (with 56-16.42% strongly agreeing and 93-27.27% agreeing), 103 respondents (30.2%) disagreed, and 89 respondents (26.10%) were unsure. The results in table 4.9 may also indicate that teachers tend to be more creative at their jobs when they are involved in decision-making and given the freedom to come up with ideas on what they do. This might indicate that some instructors are unaware of school community relations.

Table 4. 10: principals’ involvement of teachers in decision making and job performance

Extent	Frequency	Percentage (%)
Very Great Extent	83	24.34
Great Extent	130	38.12
Moderate Extent	78	22.87
Small Extent	18	5.28
No Extent	16	4.69

Table 4.10 shows that 213 participants, or 62.46%, agreed that teachers' participation in decision-making improves their work to a large and very significant amount. The study revealed that not all decisions made by administrators in schools involve teachers. When teachers are involved, however, confidence between them and the administration grows, as does the teachers' desire to participate in decision-making. This conclusion is supported by a finding by Bijlsma and Bunt (2013) in a study of the antecedents of trust in private school principals in Indonesia, who discovered that the association between the principal and

teachers had an impact on readiness to contribute in decision-making and that those relationships between the teachers and principals that were cooperative, open, and supportive had more teachers who were eager to contribute in decision-making.

4.5.2 Qualitative findings on Principals Decision Making and Job Performance

Principal 1 stated in an interview that "involving teachers in decision-making is to me the only way to reduce more pressure for myself as a principal. Teachers come up with very brilliant ideas on how to accomplish goals when I involve them in decision-making, and teachers are intelligent human personnel a principal has in a school. Because people with varied abilities are involved, the task is completed correctly, and any issues that emerge are peacefully resolved. This demonstrates how greater expertise and experience may be brought to bear on problem-solving situations inside an institution through participatory decision-making.

Principal 7 said in an interview that he includes teachers in developing school community relations because it leads to peaceful coexistence between the school community and its immediate surroundings. Principal 7 was asked about teacher engagement in promoting school community relations. Teachers shape students who come from the community, thus it is necessary to include them in this process so that they can develop the connection between school and community and counsel and lead students correctly. Added she. "Teachers who are involved in promoting community relations are motivated and have a sense of high self-esteem since they are recognized and consulted by parents on students' progress," another administrator (principal 3), concurred.

The study's findings also showed that instructors who are actively involved in fostering community connections are more driven and diligent in their search for answers to the

difficulties that pupils face in their local communities. These instructors put in more effort to get results because their improved community interactions make them feel more at ease.

Principal 8 stated in an interview, "I include teachers in making all choices at the school, even if it takes time. Because financial issues sometimes result in heated debates, I don't often include instructors in budgeting-related decisions. This result is consistent with that of Ali (2011), who contends that involvement in financial management was time-consuming and impractical since it led to unproductive confrontations that continued the erosion of managerial power.

Principal 8 stated in an interview on decision-making, "I include teachers in all decision-making areas in school and it works really well in creating trust and utilizing the abilities of other teachers who are gifted differently. Although I am the administrator, I am not perfect. Teacher engagement complements my strong points and compensates for my faults, and it has helped us accomplish a lot. Many school administrators don't realize the teachers who work directly beneath them are principals in waiting and may possess higher talents. I believe this is incorrect since the bible says that "two are better than one" and that "decisions made together are better than decisions made by one person."

When teachers actively participate in decision-making in their schools, they acquire a feeling of ownership, which strengthens their dedication to their jobs and leads to greater levels of job performance, according to the administrators who were interviewed. According to one of the administrators, "Teachers who are not involved in important decision-making processes at their school grow disinterested in school matters and usually pursue other interests." According to the study's findings, there is a significant correlation between teachers' participation in school administration and their professional effectiveness.

4.5.3 Correlation Between teacher involvement in decision making and teachers' job performance.

The results are shown in the table below. A correlation coefficient was used to assess the link between teacher participation in decision-making and the performance of the instructors.

Table 4. 11: Correlation between teacher involvement in decision making and teachers' job performance

Teacher involvement in	Sig. (2-tailed)	Pearson correlation
Planning and budgeting	0.005	0.158**
Policy formulation	0.001	0.276**
Curriculum implementation	0.000	0.565**
Student discipline	0.000	0.412**
PSCR	0.009	0.147**

The PSCR 0.009 0.147**

The results show a weakly positive and significant correlation ($r = 0.158$, $P = 0.005 > 0.05$) between teachers' participation in planning and budgeting and teacher performance, as well as a weakly positive and significant correlation ($r = 0.276$, $P = 0.001 > 0.05$) between teachers' participation in policy formulation and job performance. The results also showed a link between engagement in curriculum implementation and job performance with a correlation value of $r=0.565$, $p=0.000 > 0.05$, suggesting that teacher involvement in decisions about curriculum implementation improves teachers' work performance. With a correlation value of $r=0.412$, $p=0.000 > 0.05$, it was also shown that engagement in maintaining student discipline was significantly and weakly correlated with instructors' job performance.

4.5.4 Discussions on Involvement in Decision Making and Job Performance

The results show that inclusive decision-making and teachers' work performance have a somewhat favorable and significant link ($r=0.312$, $p=0.000 > 0.05$). This suggests that there is a connection between teachers' participation in decision-making and their professional success. Results from a qualitative investigation showed that teachers are only marginally active in decision-making because principals often do not include teachers in budgeting and

only do so in particular areas. According to a study by Kalai KPMJ&M. (2018) on the impact of teachers' involvement in the management of physical and material resources on their motivation, instructors were only marginally active in the management of these resources.

According to the study, teacher participation in decision-making not only fosters innovation and creativity in teachers but also helps them feel satisfied and take responsibility for the school's operations, which improves work performance. These results are consistent with those of Sashkin (2004), who discovered that participation in decision-making not only improves job satisfaction and performance among employees, including teachers, but also that its use by management is morally required. The results show that teachers' work performance may be improved by including them in school administration through task delegation, membership in school governing organizations like BOM and PA, and consultation when important decisions are being made. The conclusion is corroborated by research by Agbejule and Saarikoski (2006), who discovered a strong correlation between budgeting engagement and job success.

The research also showed that instructors were interested in creating yearly budgets and understood the need of carrying out their own duties to enhance organizational performance. These findings agreed with those of Weil and Maher (2005). This result is also consistent with research done by Ali and Ahmed (2009) who discovered a strong connection between involvement and reward scheme, recognition, and communication channels.

This discovery Mullins (2004) asserts that involvement of workers in decision-making increases performance. This fact was also supported by Wilkinso (1999), who viewed the inclusion of employees in decision-making as empowering them with knowledge, skills, and experience while viewing the exclusion of people in decision-making as a presumption that

workers are untapped resources. In order to improve effective job performance, school principals must create chances and frameworks for teachers to participate in decision-making.

These findings are reinforced by Leat (2011), who found that workers are most likely to engage in discretionary behavior that leads to organizational performance if they are really interested in and actively participate in the management process.

The conclusion is consistent with one made by Nelson and Quick (2008), who found that employee involvement in decision-making increases the amount of knowledge and experience available for use in solving problems. McShane and von Glinon (2008) and Nelson and Quick (2008), who contend that employee involvement in decision-making fosters synergy that can result in more and better solutions for the business, also corroborate the results. They contend that synergy may aid the company by bringing additional expertise and experience to the problem-solving situation. These results are in line with those of a Chika (2019) study on teachers' engagement in decision-making in secondary schools in Nigeria, which found that teachers' decision-making participation impacts their work performance.

In a study to determine the effects of teachers' level of participation in change management on teachers' motivation in public secondary schools, Kingi. M. P. (2018) found a statistically significant relationship between teachers' level of participation in community partnerships and teachers' motivation. She said that instructors become more motivated as they participated in community partnerships to a greater extent.

These results are in line with those of Hargreaves and Fink (2003), who discovered that teachers' levels of involvement in the management of community culture, shared beliefs, values, and vision had an impact on their motivation. This stance was emphasized by Bandur (2008) and Anderson (2006), who also stated that teachers' commitment and obligation

included their role in providing advice and counseling to parents, sponsors, and students. The other evidence in favor may be observed in Cheng's (2008) works, which show that teachers' efforts to build a positive school image fought against poor management practices that were linked to low levels of motivation among teachers.

4.6 Principals' Application of Teachers' Welfare Practices.

4.6.1 Data Presentation and Interpretation

The research looked at how applying welfare policies for teachers to administrators may improve teachers' work performance. Table 4.12 displays the results using the scale of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD) used by the instructors.

Table 4. 12: Principals' Application of Teachers' Welfare Practices.

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
The principal ensure teachers are housed.	46	13.49	74	21.7	69	20.23	67	19.65	85	24.93
The gives teachers imp rest and remunerate BOM teachers well.	59	17.3	104	30.5	82	24.05	52	15.25	44	12.9
The principal offers facilitative services to teachers.	101	29.62	52	15.25	54	15.84	72	21.11	62	18.18
The principal gives incentives to teachers.	78	22.87	47	13.78	91	26.69	63	18.48	62	18.18
Housing of teachers enhances teachers' job performance.	105	30.79	95	27.86	64	18.77	47	13.78	30	8.80
Imp rest system and good remuneration enhance job performance.	136	39.88	69	20.23	17	4.99	51	14.96	68	19.94
Offering of facilitative services enhance job performance.	113	33.14	97	28.45	45	13.20	33	9.68	53	15.54
Giving of incentives to teachers enhances job performance.	129	37.83	97	28.45	17	4.99	32	9.38	66	19.35

According to Table 4.12, only 120 respondents (or 35.19%) supported the claim that the principal collaborates with BOM to guarantee that teachers are housed, while 152 respondents (or 44.58%) disapproved of it. These findings could indicate that few principals are concerned about the housing of their teachers. On the other hand, 210 (58.65%) participants agreed with the claim that teachers' job performance was improved when principals and BOM collaborated to ensure that they were housed. With 82 (24.05%) people remaining hesitant, 163 (47.80%) participants supported the claim : administrators provide sufficient rest and pay BOM teachers properly and on time. This could have been because few teachers are even aware that imp rest exists, let alone know what it actually is. Additionally, 205 participants (or 60.11%) agreed with the assertion that administrators' granting of sufficient rest and paying BOM instructors well improves teachers' job effectiveness. This would also imply that when instructors are underpaid, their commitment would be reduced and their incentive to work hard would suffer. These findings are corroborated by Garipagaoglu (2013), who found that inadequate pay and a lack of physical amenities had a detrimental impact on teachers' dedication and motivation.

The majority of the participants—210—(61.58%) felt that providing teachers with facilitative assistance by administrators improves their ability to do their jobs. The majority of instructors, 226 (66.28%), felt that principals rewarding teachers with incentives will improve their work performance. These results might imply that housing for teachers, providing imp rest and appropriate pay, providing facilitative services like making desks, departmental rooms, boards, and working spaces available to teachers, and providing incentives are all good administrative practices that, when put into practice by administrators, will make teachers feel satisfied and, as a result, result in high job output.

Table 4. 13: Principals’ application of welfare practices and teachers’ job performance

Extent	Frequency	Percentage (%)
Very Great Extent	75	21.99
Great Extent	111	32.55
Moderate Extent	72	21.11
Small Extent	49	14.37
No Extent	34	9.97

Results from table 4.13 show that most teachers 186(54.54%) stated that to a great or to a very great extent principals application of welfare practices enhances teachers’ job performance.

4.6.2 Thematic Analysis of Qualitative findings on Principals' Application of Welfare Practices on Teachers' job Performance.

Principal 3 stated, "I pay my BOM teachers promptly even though I know the amount I pay them is not commensurate to their work, I'm forced to underpay my teachers due to financial constraints and as a result they leave in search of greener pastures whenever they get wind of any, in an interview concerning principals' use of teacher welfare practices. Work performance at our school is impacted by this. According to another principal 6, "anytime we are looking for teachers on BOM terms, one question teachers have always asked me is how the pay is and if there is remedial in the school." Teachers' dedication to duty is influenced by the compensation and benefits offered in the working environment. A number of teachers on TSC terms have consistently requested transfers to boarding schools because the majority of boarding schools offered incentives including remedial payments to instructors, according to three principals who work in day schools. This explains why certain public secondary schools in Kisumu County's Nyakach Sub County have low test scores. This also explains the cause of some teachers' absences, who may be looking for extra sources of money to support their families since they are dissatisfied with their pay. The results are corroborated by Robbins' findings from 2003, which showed that absence rates were higher for workers who were dissatisfied with their employment. Principal 2 went on to say, "I occasionally give my teachers imp rest to help them resolve financial crises in their families and in doing so, they are always at work because at those times when they are in need they are free to share because this has led to trust between me and them."

"Ensuring teachers' welfare does not only mean giving financial rewards; teachers are human beings who need love, care, and attention," said another administrator 4 who takes satisfaction in being extremely experienced. I reassure my teachers that they will receive my love, care, and attention; they will also feel comfortable to confide in me about any issues that may arise both within and outside the school setting because most of them see me as an older person. They are at ease and unhurried, which motivates them to work hard and achieve goals since they are not under pressure and have grown to love what they do. This conclusion is supported by Lalitha and Priyanka's (2014) findings, which suggested that welfare measures do not necessarily have to be monetary in nature but may take on any shape or form. As part of employee welfare programs, needs are met, relationships are maintained, the employees' well-being is monitored, and job satisfaction is encouraged. According to Rao, Chandra, and Raghunath (2015), employee welfare comprises, among other things, monitoring of working conditions, fostering industrial harmony through the development of a health infrastructure, industrial relations, and insurance against sickness.

Principal 6 backed up these results in an interview, saying that if more is provided, more would be demanded in return. According to her, providing teachers with better welfare, including food, housing, and support services, helps to create a positive work environment for them, which she claimed had an impact on how well they do their jobs. Principal 15 stated, "My mentor Mr. Abaki taught me that when you go through teachers' stomachs, you end up touching their hearts. I do exactly that, and it has never let me down." This might mean that, depending on the welfare techniques favoured by a particular administration, principals' use of them could either improve or worsen teachers' work performance. According to this administrator's statement, instructors are fed properly and as a result, they carry out their jobs as expected of them. Further examination of this might indicate that solid welfare policies implemented by a manager are essential in promoting the caliber of the workforce in any setting, including a school setting where they significantly improve teachers' job performance.

The findings are also supported by Tao (2013), who stated that the welfare plan is important since every school system depends on the caliber of its instructors. In order to increase both staff and students' enjoyment of the teaching and learning process and their academic success, school administrators establish and execute appropriate welfare policies. In a similar vein, Waititu, Kihara, and Senaji (2017) highlighted the fact that employee wellbeing boosts organization productivity, encourages motivation, fosters positive working relationships, and keeps harmony in the office. Welfare packages are not just measured in terms of money or presents; they also include the supply of care, expressions of affection, and a secure workplace.

"Teacher management requires knowledge in human resource management, which some of us do not have," Principal 5 said in the narration. I believe that principals should be trained in people management so that they can effectively manage the teachers who are a crucial resource in the school setting. This conclusion is supported by S. Chepkong'a's (2006) research on the training needs assessment of secondary school head teachers in financial management. In a case study of Nandi North District, which had established head teachers, it was suggested that they needed training in other administrative areas, including community relations, curriculum instruction, and personnel management, among others.

4.6.3 Correlation Between application of teacher, welfare practices and teachers' job performance.

The results are shown in table 4.14 below. A correlation coefficient was used to determine the association between the use of teachers' welfare practices and their work performance.

Table 4. 14: Correlation between Welfare Practices and Job Performance

Welfare practices	Sig. (2-tailed)	Pearson Correlation
Housing	0.001	0.229**
Imp rest and remuneration	0.000	0.388**
Facilitative services	0.000	0.282**

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

The study found a weakly positive and statistically significant relationship between teachers' housing and their work performance in public secondary schools in the Nyakach sub-county of Kisumu County ($r=0.229$, $p=0.001 > 0.05$). Additionally, a positive correlation value of

$r=0.388$, $p=0.000>0.05$, was found in the study. This revealed a moderately favorable correlation between teachers' work performance and their compensation and rest systems.

4.7 Correlation Analysis

The direction and strength of the relationship between the variables are examined by correlation analysis. It is predicated on the notion that the quantitative variables have a linear, straight-line connection. In order to show the strength and kind of the link between the researched variables, the results of the correlation analysis are provided in this section. Each variable's findings are provided by Pearson (r). In public secondary schools in the Nyakach sub-county of Kisumu County, Kenya, a correlation analysis was conducted to ascertain the link between principals' adoption of management support methods and teacher job performance. To determine if the independent variables were interdependent and whether the independent variables were connected to the dependent variable, the Pearson correlation for each of the variables was calculated using SSS version 25.0.

The study was able to determine the direction, intensity, and extent of the association between the variables by correlation analysis. Correlation analysis shows the correlation coefficient, which has values between -1 and +1. A value of +1 denotes a completely positive (straight) relationship between two variables, a value of -1 denotes a perfectly negative (straight) relationship between two variables, and a value of 0 denotes no linear relationship between the variables (Gogtay & Thatte, 2017). According to academics, correlation values larger than 0.5 indicate a strong association, 0.3 to 0.5 a moderate correlation, and less than 0.3 a weak correlation (Heale & Twycross, 2015). The study's findings show a significant link between the variables since the matching p-value at a 95% confidence level was less than 0.05. Table 4.15 displays the findings of the study's association.

Table 4. 15: Correlation Analysis Results

Principals' application of management support practices	Sig. (2-tailed)	Pearson Correlation
Delegation	0.000	0.607**
Neutrality	0.000	0.304**
Confidentiality	0.000	0.467**
Mediation	0.000	0.405**
Participatory decision making	0.000	0.502**
Housing	0.001	0.229**
Imp rest and remuneration	0.000	0.388**
Facilitative services	0.000	0.282**

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

According to Table 4.15's correlation data, there was a high positive and significant link between the teachers' work performance and the delegation of duties by the administrators ($r=0.607$, $p=0.000 >0.05$). The study's findings also indicate a moderately strong correlation ($r=0.304$, $p=0.000 >0.05$) between instructors' work effectiveness and the principals' candor in their communications. The upshot of this is that when the principle is impartial in his communication, this is probably going to have a substantial good impact on the performance of instructors. However, the study found a moderately significant and positive correlation ($r=0.405$, $p=0.000 >0.05$) between teachers' job performance in public secondary schools in the Nyakach sub-county of Kisumu County and the mediation role that administrators play in dispute resolution. This suggests that mediation by the principals, which is a part of conflict management techniques, does positively and significantly affect teachers' work performance in public secondary schools in Nyakach sub county, Kisumu County, Kenya.

The study's findings also showed a substantial and positive correlation between teachers' job performance and principals' engagement in decision-making in public secondary schools in the Nyakach sub-county of Kisumu County, Kenya ($r=0.502$, $p=0.000 >0.05$). The study also found a weak positive and significant relationship between teachers' housing and their job performance in public secondary schools in Nyakach Sub County, Kisumu County ($r=0.229$,

$p=0.001>0.05$). This suggests that housing has a big impact on teachers' job performance in Nyakach Sub County.

The aforementioned study also showed that there was a somewhat favorable and significant correlation between teachers' work performance in public secondary schools in Nyakach Sub County and principals' granting adequate rest to them and paying BOM instructors appropriately ($r=0.388$, $p=0.0000.05$). The results show that providing facilitative services to teachers and their work performance in public secondary schools in the Nyakach sub County have a weakly positive and significant connection ($r=0.282$, $p=0.0000.05$). These results are consistent with those made by Wildman (2015), who noted that performance is about including all necessary actions to achieve predetermined goals, and that effective and efficient instruction necessitates the use of the best administrative procedures by school principals.

4.8 Discussions on Teachers' Welfare Practices Job Performance

The results show that inclusive decision-making and teachers' work performance have a somewhat favorable and significant link ($r=0.300$, $p=0.000>0.05$). These findings would suggest that teachers who have their welfare taken care of—who are housed, well-paid, given incentives, and have their welfare taken care of—are content instructors who show up to work every day. These findings are in line with a research by Mbaka et al. (2022), which discovered that happy and healthy employees are more likely to show up for work each day and perform their duties well. Welfare programs are used in schools, which motivates instructors to work more and provide better outcomes.

The results show a statistically significant linear relationship between welfare practices used and teacher performance. This finding is consistent with a study by Musyoka (2015) who found that welfare programs are highly correlated with employee performance because they help increase an employee's self-confidence, intellectual level, and motivation to be productive. The results are in line with those of Munywoki (2019), who contends that employee welfare programs improve employee productivity and efficiency with the overarching goal of encouraging employees to provide their loyal services freely in a genuine spirit of cooperation.

In some cases, poor job performance by teachers in Nyakach Sub County may also be caused by low teacher pay; this may be the case with BOM teachers, who occasionally decide to quit their positions and take on other part-time jobs because their pay is so much lower than that of their graduate-level counterparts in other fields. This is due to low pay's detrimental effects on employee morale (Kennedy, 1995; Kawaguchi, 2007; Mwai, 2009). Paying teachers remuneration that are appropriate with their credentials, the type of job they do, and taking into account the relative income of other graduates of equal grades is one approach to motivate them. This would enhance their morale and make them happier and better mentally. Finally, the research supports the findings of Mbaka et al. (2022), who explain that employee wellbeing measures are essential for boosting employee engagement and improving workforce performance.

The qualitative findings demonstrated that instructors feel calm and provide their best effort when they are well-fed, have their welfare needs met, and receive attention. In agreement with this, Nnamdi and Nwite (2014) observed that the level of performance in schools is influenced by the recognition and focus provided by the principals to the needs of their personnel and how such requirements are met. Apart from providing education in the classroom, teachers carry out a variety of other activities. Unfortunately, they do not receive as much compensation in the form of favorable working conditions and benefits to encourage their commitment to higher performance.

The results are in line with those published by Steijn (2004), whose research shown that effective administrative procedures improved work satisfaction among Dutch public sector employees. Additionally, Gould-William's (2003) research shown a correlation between the usage of particular administrative procedures and higher levels of work satisfaction and perceived organizational performance in local government organizations in the United Kingdom (UK). Another conclusion that may be drawn is that facilitative services, which include but are not limited to the provision of resources that could make teachers' jobs easier, are crucial in fostering an atmosphere that could improve teachers' performance on the job. The results are consistent with those of Eluka and Okafor (2014), who found that better working conditions had a beneficial influence on employees' performance.

These results also showed that instructors' effectiveness was improved when ergonomics were available. The results support those of Punadi (2015), who found that workplace ergonomics—including amenities, building aesthetic, ventilation, and furniture arrangement—have an impact on productivity. These findings run counter to Uche and Fanny's (2015) claim that the ergonomic design of seats in physical learning environments has an impact on users' health, which in turn has an impact on teachers' efficacy.

According to Sharfits and Russell (2001), managing employees correctly is essential for maximizing return on investment and achieving corporate objectives. School administrators are required to provide a range of perks in order to guarantee that employees' wellbeing is taken care of. According to Onwu and Chika (2015), schools should offer all school welfare services and programs that inspire high levels of enthusiasm among these instructors because they should understand that a teacher who is in good physical and mental health is a resource for the company. According to Desler (2008), maintaining workplace harmony requires both employee welfare and management of working conditions. According to Priti (2009), poor welfare provisions stifle employee standards by lowering their motivation and morale. People engage in business in order to fulfill their wants.

CHAPTER 5

SUMMARY CONCLUSION AND RECOMMENDATION

5.1 Introduction

The study's overview, findings, conclusions, recommendations, and ideas for more research are all presented in this chapter.

5.2 The summary of the study

The goal of the study was to determine how management support strategies used by principals in secondary schools in Nyakach Sub County, Kisumu County, affected teachers' job performance. Principals were interviewed using a principal interview guide, and instructors were surveyed. Through conversations with education specialists and other experts in educational research, the questionnaires and interview guides were verified. The study's descriptive survey design was used in its execution. All 52 public secondary schools in Nyakach Sub County were the focus of the investigation. A strong linear relationship was found between the principals' duty delegation to deputies and the performance of teachers at ($r=0.701$, $p=0.000 >0.05$), to HODs and teachers at ($r=0.596$, $p=0.000 >0.005$), and delegation to teachers at ($r=0.523$, $p=0.000 >0.005$) for the first research question, which sought to determine the influence of principals' delegation of duties to teachers on teachers' job performance. According to these findings, delegation and instructors' work performance are strongly correlated ($r=0.607$, $p=0.000 >0.005$). This led to the conclusion that there is a considerable correlation between the amount of responsibility delegated to instructors and their effectiveness at work. The results of the second research question, which examined the extent to which principals' conflict management techniques affected teachers' job performance in public secondary schools, showed a positive correlation between teachers' job performance and neutrality in conflict resolution ($r=0.304$, $p=0.000 >0.05$). The upshot of this is that when the principle is impartial in his communication, this is probably going to have a substantial good impact on the performance of instructors. The study's findings also indicate a connection between teachers' job effectiveness and principals' ability to mediate disputes ($r=0.405$, $p=0.000 >0.05$). The study also found a moderately significant and favorable association between teachers' work performance and the principal's discretion in handling disputes ($r=0.467$, $p=0.000 >0.05$). This suggests that the principal's discretion contributes to the growth of confidence between teachers and the administration, and as a result, they will

be willing to discuss challenging areas of their work and find solutions to prevent disruptions to learning. The study also found a strong and significant correlation between teachers' work performance and their ability to resolve conflicts via communication ($r=0.411$, $p=0.000>0.05$). However, the study found a marginally favorable and significant relationship between teachers' work performance in public secondary schools in Nyakach Sub County, Kisumu County, and the promptness of the principals in resolving conflicts. $r=0.289$, $p=0.001>0.05$.

The third research question, which sought to determine the impact of teacher involvement in decision-making on teachers' job performance in Nyakach Sub County, yielded correlation coefficients of $r = 0.158$, $P = 0.005>0.05$ between teacher involvement in planning and budgeting and teacher performance, which is a weak positive and significant relationship, and $r=0.276$, $P=0.001>0.05$ between teacher involvement in policy formulation and teacher performance, which is a weak positive and significant relationship. The results also showed a link between engagement in curriculum implementation and job performance with a correlation value of $r=0.565$, $p=0.000>0.05$, suggesting that teacher involvement in decisions about curriculum implementation improves teachers' work performance. With a correlation value of $r=0.412$, $p=0.000>0.05$, it was also shown that engagement in maintaining student discipline was significantly and weakly correlated with instructors' job performance.

The results of study question number four, which examined the impact of administrators' use of staff welfare policies on teachers' level of work performance, revealed that most instructors met or exceeded expectations. The idea that principals collaborate with BOM to guarantee teachers are housed was rejected by 152 respondents (44.58%), agreed by 120 respondents (35.19%), and was supported by 69 respondents (20.23%). In public secondary schools in Nyakach Sub County, Kisumu County, there was a strong link between teachers' housing and their work performance, according to the findings of the correlation study ($r=0.229$, $p=0.001>0.05$). The results also showed a significant link between paying teachers and allowing them breaks for exams ($r=0.388$, $p=0.000>0.05$). A moderately favorable association might be seen here. Ultimately, the results of this study showed a correlation between providing facilitative services and instructors' work performance ($r=0.282$, $p=0.000>0.05$).

Results from open-ended questions revealed that the majority of respondents cited skewed delegation of responsibility, a poor working relationship between teachers and principals, a lack of teacher involvement in some decision-making processes, and a lack of sensitivity on the part of some administrators as reasons for teachers' lack of commitment, which in turn led to subpar job performance. Many principals cited the lack of resources in comparison to the vast number of school needs as a barrier to applying the finest teacher management techniques.

The results also showed that delegation as a management strategy is a symbol of appreciation. Principal 3 said that when a teacher is given a task, they feel appreciated and that their skills are respected; as a result, they are more inventive and creative. Mason's (2001) study, which shown that employees who get recognition have greater self-esteem, more confidence, are more prepared to take on new tasks, and are more keen to be inventive, supports these findings.

5.3 Conclusions of the study.

The study found a significant relationship between management support practices used by principals and teachers' job performance in Nyakach Sub County, Kisumu County, Kenya, after carefully examining the impact of different management support practices as used by principals in public secondary schools. The findings make it clear that delegation of tasks improves teachers' work performance in Kenya's Nyakach Sub County and Kisumu County. The study came to the conclusion that delegation of tasks enables instructors to grow professionally, establish mutual trust, and improve communication. Additionally, it's commonly believed that two are superior than one, thus an education manager must utilize the talents of the employees in order to produce outcomes. Since they don't work alone and instead hire people brighter than they are and assign tasks to these intelligent people, good leaders have the ability to succeed via others (Mwololo, 2014). More teachers would receive mentoring and be prepared for leadership when this was done.

According to the report, principals should consult teachers when making choices that would have an impact on the school, but in some cases, such as budgeting, this is not the case. These urge principals to consult teachers in all decisions affecting their working conditions at the school. By including teachers in decision-making and delegating tasks, a productive working environment is essentially created. This also fosters trust between teachers and their supervisors and improves teacher communication. According to Armstrong (2009), productive employees need comfortable working environments.

This study also shown that there is a strong link between secondary school teachers' work performance and their involvement in decision-making. This results supports Newman's (2012) research, which showed that low staff morale is a direct outcome of negligible teacher involvement in important school issues, which leads to stressful school governance. The study suggests giving teachers more decision-making authority. This study's findings also proved that there is a strong link between secondary school teachers' work performance and the amount of authority given to them by their principals. The results of this study support Jackson (2015), whose research found that the delegation of duties by principals affected teachers' ability to make decisions, ability to form self-managed teams, sense of teamwork, opportunities for learning and advancement, initiative, and creativity. This study did not find instances of mistreatment of teachers; rather, it shows that when given responsibilities, instructors perform better since most of them are seen doing so. The management who refused to provide such obligation would eventually complete the work alone since, in contrast, when teachers are not given responsibilities, they may stay idle and unutilized.

According to the study's findings on conflict management, administrators are reluctant to recognize problems that exist both inside and outside of the school, which causes them to discover about them after they have become out of their control or are challenging to address. Principals also highlighted instances where instructors were not allowed to discuss difficulties in order to get them fixed quickly. Unresolved disputes rob an organization of its productive time, which makes the system less effective. In light of the fact that a person who is at war with themselves is unable to produce, principals must up their game. As a result, they should recognize and address teacher disagreements as soon as possible. The survey also discovered that the majority of principals do not care about the wellbeing of their teachers; they do not provide accommodation, food, compensation, incentives, or other support services. It was highlighted that providing teachers with appropriate welfare services will enable them to feel comfortable and so work more efficiently.

5.4 Recommendations of the study.

The following recommendations were provided by the researcher in light of the study's results and conclusions:

To ensure that teachers own the decision and feel satisfied with the tasks they have been given, administrators should adopt the best management support techniques, such as delegation and impartial participatory decision making. By doing this, leaders will have the opportunity to interact with other leaders who are knowledgeable about the finest management support techniques.

Together, the school's BOM, PTA, and administrator should make sure that teachers who commute from a distance have decent homes in schools with running water. Some schools are situated far from town centers, thus instructors must travel great distances to get to them.

KEMI's curriculum and administrator training sessions should include a strong emphasis on how principals may use appropriate management support methods. Using the proper management support techniques, it should be encouraged for the principals to mentor upcoming principals. They should be made aware of the fact that the number of individuals one mentors to leadership is a good indicator of a leader's effectiveness.

The TSC should cease relying on biased approaches and create a system for identifying teachers who have the knowledge and skills necessary to be promoted to leadership positions. Promotions are frequently determined by an individual's connections to people in authority or who may influence promotions. While people who are extremely junior to them receive promotions that are not merit-based, other instructors stagnate in the same job category.

To promote unity and collaboration in the implementation of such choices, teachers should actively participate in making important decisions for the school, especially those that fall within their purview and areas of expertise.

To guarantee that there is a division of labor, which in turn will develop collaboration in task performance and result in enhanced task performance among teaching and non-teaching personnel, duties and responsibilities should be given equally to all instructors without any form of bias.

5.5 Suggestions for further research.

The following topics are recommended for additional study:

In order to determine whether the results reflect those of the current study, it was advised that principals use management support approaches to teachers' work performance in other subcounties of Kisumu and other counties of Kenya. The government, through MOE and TSC, might adopt regulations to aid principals in implementing management support methods in their schools if it had more information from this.

Research on teachers' chances for advancement based on their work performance in Kenyan counties is also necessary.

It was also suggested that a similar research be conducted at the county offices of the Teachers' Service Commission to determine how county education officials' management styles affect principals' use of management support strategies in their institutions.

A research on the impact of principals' use of management support strategies on students' academic achievement in Kenya's Nyakach Sub County and Kisumu County was also recommended.

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APPENDICES

APPENDIX I: COVER LETTER

THE UNIVERSITY OF NAIROBI,

P.O BOX 30197, NAIROBI KENYA.

Dear participant,

RE: COLLECTION OF SURVEY DATA

I am a student at The University of Nairobi, pursuing a master's degree in Educational administration. I am conducting a study whose aim is to examine the influence of principals' application of management support practices in enhancement of teachers' job performance in secondary schools in Nyakach sub-county– Kisumu County, Kenya. I have chosen you to participate in this study because of your position as a teacher in secondary school. The sole purpose of this questionnaire is to assist in the collection of the required data for this study. The information you provide through this questionnaire will be treated with the utmost confidentiality and will only be used for this study. Kindly assist by providing true information. Thank you in advance.



Oliech Philip

APPENDIX II : RESEARCH PERMIT


REPUBLIC OF KENYA


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

RefNo: **827604** Date of Issue: **24/May/2023**

RESEARCH LICENSE



This is to Certify that Mr. Philip Odhiambo Oliech of University of Nairobi, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kisumu on the topic: INFLUENCE OF PRINCIPALS' APPLICATION OF MANAGEMENT SUPPORT PRACTICES IN ENHANCEMENT OF TEACHERS JOB PERFORMANCE IN SECONDARY SCHOOLS IN NYAKACH SUB-COUNTY- KISUMU COUNTY, KENYA for the period ending : 24/May/2024.

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See overleaf for conditions

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Instructions:

Kindly fill in the blanks by ticking the box next to your preferred answer or filling in the blank space after each question. Your responses will be used purely for academic purpose and confidentiality is guaranteed given you do not need to indicate your name anywhere in the questionnaire.

SECTION A: Demographic Information

Kindly indicate your gender: Male () Female ()

Kindly indicate your age bracket:

Below 24 years () 25-30 () 31-40 () 41-50 () 51 years above ()

What is your level of education? i) Diploma (). ii) Bachelors' Degree (). iii) Masters' Degree (). iv) Doctor of Philosophy ().

Indicate your years of teaching experience Less than one year () 1-5 years () 6-10 years () 11- 15 years () 16-20 years () above 20 years ()

SECTION B: Principal's duty delegation as a Strategy in enhancing teachers' job performance

The following are some statements about the principal's duty delegation as a management practice Strategy applied by principals. Please rate your degree of agreement with each statement by ticking (√) in the appropriate box. Use a scale of 1 to 5 where 1= Strongly Agree; 2 = Agree; 3= Undecided; 4=Disagree; 5=Strongly Disagree.

S/No.	STATEMENT	1	2	3	4	5

1.	The principal delegate duties to the deputy principal					
2.	The delegate duties pertaining departments to the heads of departments					
3.	The principal delegate duties to all teachers					

The principal's delegation of duty enhances teachers' job performance in my school. Please rate your degree of agreement with each statement by ticking (√) in the appropriate box. Use a scale of 1 to 5 where 1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree; 5=Strongly disagree.

S/No.	STATEMENT	1	2	3	4	5
1	Principals' delegation of duties to deputies enhances teachers job performance					
2.	Principals' delegation of duties to heads of departments enhances teachers job performance					
3.	Principals' delegation of duties to all teachers enhances job performance					

To what extent do you think the principal's delegation of duty enhance teachers' job performance in your school? Very great extent () Great extent () Moderate extent () Small extent () No extent ()

Give reasons for aforementioned response in number 7 above.

.....

SECTION C: Principals' Conflict Management Strategies

The following are some statements about principal's conflict management strategies. Please rate your degree of agreement with each statement by ticking (√) in the appropriate box. Use a scale of 1 to 5 where 1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree; 5=Strongly disagree.

S/NO	STATEMENT	1	2	3	4	5
1.	The principal maintains a neutral ground when resolving teachers' conflicts.					
2.	The principal plays a mediation role in resolving teachers' conflicts					
3.	Principal keeps teachers conflict related issues resolve or being resolved confidential					
4.	The principal acts promptly in resolving teachers conflicts within and without the school environment					
5.	Principal applies appropriate communication skills when resolving teachers conflicts					

The principal's conflict management strategies enhance teachers' job performance in my school. Please rate your degree of agreement with each statement by ticking (√) in the appropriate box. Use a scale of 1 to 5 where 1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree; 5=strongly disagree.

S/NO	STATEMENT	1	2	3	4	5
1.	The principal maintenances of a neutral ground when					

	resolving teachers' conflicts enhances teachers' job performance.					
2.	The principal playing of a mediation role in resolving teachers' conflicts enhances teachers' job performance.					
3.	Principal keeping of teachers' resolved conflicts related issues or to be resolved conflicts confidential enhances teachers' job performance					
4.	When the principal acts promptly in resolving teachers conflicts within and without the school environment, teachers' job performance is enhanced.					
5.	Principal application of appropriate communication skills when resolving teachers' conflicts enhances teachers' job performance.					

To what extent do you think the principal's application of conflict management strategies enhances teachers' job performance in your school? Very great extent () Great extent () Moderate extent () Small extent () No extent ()

Give reasons for your response in number 11 above

.....

SECTION D: Principals' decision making Strategies

The following are some statements about principal's involvement of teachers in decision making. Please rate your degree of agreement with each statement by ticking (√) in the appropriate box. Use a scale of 1 to 5 where 1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree; 5=Strongly disagree.

S/NO	STATEMENT	1	2	3	4	5
1	Principal involve teachers in making decisions pertaining curriculum implementation					
2	Principal involve teachers in planning school activities					
3	Principal involve teachers in budgeting					
4.	Principal involve and encourages teachers participation in making school policies					
5.	Principal involve teachers in maintenance of students' discipline					
6.	Principal involve teachers in promotion of school community relations					

The principal's involvement of teachers in decision making enhances teachers' job performance in my school. Please rate your degree of agreement with each statement by ticking (√) in the appropriate box. Use a scale of 1 to 5 where 1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree; 5=Strongly disagree.

S/NO	STATEMENT	1	2	3	4	5
1	Principals' involvement of teachers in making decisions pertaining curriculum implementation enhances teachers' job performance					
2	Principals' involvement of teachers in planning school activities enhances teachers' job performance					

3	Principals' involvement of teachers in budgeting enhances teachers' job performance.					
4.	Principals' involvement and encouragement of teachers' participation in making school policies enhances teachers' job performance.					
5.	Principals' involvement of teachers in maintenance of students' discipline enhances teachers' job performance					
6.	Principals' involvement of teachers in promotion of school community relations enhances teachers' job performance.					

To what extent do you think the principal's involvement of teachers in decision making enhance teachers' job performance in your school? Very great extent () Great extent () Moderate extent () Small extent () No extent ()

Give reasons for your response in number 15 above

.....

SECTION E: Principals' application of teachers' welfare practices

The following are some statements about principal's application of teachers' welfare practices. Please rate your degree of agreement with each statement by ticking (√) in the appropriate box. Use a scale of 1 to 5 where 1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree; 5=Strongly disagree.

S/No	STATEMENT	1	2	3	4	5
1.	The principal works together with board of management in ensuring teachers are housed					
2.	The principle gives imp rest to teachers and remunerate BOM teachers well and timely					
3.	The principal offers facilitative services to teachers					
4.	The principle gives incentives to teachers					

The principal's application of teachers' welfare practices enhances teachers' job performance in my school. Please rate your degree of agreement with each statement by ticking (√) in the appropriate box. Use a scale of 1 to 5 where 1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree; 5=Strongly disagree.

S/No	STATEMENT	1	2	3	4	5
1.	The principals' working together with board of management in ensuring teachers are housed enhances teachers job performance					
2.	The principals' giving of imp rest to teachers and paying of BOM teachers well and timely enhances teachers' job performance.					
3.	The principal offering of facilitative services to teachers enhances teachers' job performance.					
4.	The principle giving of incentives to teachers enhances teachers' job performance.					

To what extent do you think the principal's application of teachers' welfare practices enhance teachers' job performance in your school? Very great extent () Great extent () Moderate extent () Small extent () No extent ()

Give reasons for your response in number 18 above

.....

Thank you for your cooperation.

APPENDIX IV: INTERVIEW GUIDE FOR PRINCIPALS

Do you agree to participate in the interview?

Yes () No ()

If No, the researcher will thank the participant and terminate the interview.

Section A: Demographic Information

Kindly tell me your qualifications

How long have you served as a principal?

How long have you been a principal in this school?

Have you had any training in management practice other than what you did at undergraduate level (If yes, please specify).

SECTION B: Delegation of duty

How do you use delegation of duty in enhancing teacher job performance?

.....
.....

What is your preferred delegation strategy in teacher management (Probes: department wise, through your deputy, to preferred teachers)?

.....
.....

How does your preferred delegation strategy influence teachers' job performance in this school?

.....
.....

SECTION C: Conflict Management

. How do you use conflict management strategies to deal with conflicts in your school?

.....
.....

Which conflict management strategies do you apply in managing conflicts (neutrality, confidentiality, mediation, promptness, use of appropriate communication skills)?

.....
.....

Which of these strategies has helped you manage conflicts successfully? (Neutrality, confidentiality, mediation, promptness, use of appropriate communication skills)?

.....

How does management of conflict in your school help in enhancing teachers' job performance?

.....

SECTION D: Decision Making

Do you involve teachers in making important decision concerning the school?

.....

In which areas of school management do you prefer involving teachers in decision making and where do you feel teachers should not be involved?

.....

Give reasons for your response in question 12 above

.....
.....

Kindly tell me how the involvement of teachers in decision making in areas mentioned in question 12 above enhance teachers' job performance in your school?

.....

SECTION E: Teachers' Welfare Practices

Which welfare practices do you have in your school (probes; housing of teachers, use of incentives, imp rest system

.....

How effective are the welfare practices in enhancing teachers' job performance?

.....

Which challenges do face in applying some teacher welfare practices in managing teachers in your school?

.....

Given more resources and opportunity, what other welfare practices would you consider employing in your school?

.....

Thank you for cooperation.

APPENDIX V: BUDGET

EXPENDITURE	QUANTITY	AMOUNT(Ksh)	TOTAL(Ksh)
Airtime and internet		8000	8000
Travel		15000	15000
Lunch	3people	6000	6000
Printing a copy of draft proposal	3	1000	3000
Printing final copy of proposal	3	1000	3000
Printing the final project copies	4	1500	6000
Miscellaneous		5000	5000
GRAND TOTAL			47000


APPENDIX VI: TIME SCHEDULE 2023

	Jan	Feb	March	Apri	May	June
Supervisor appointment, Topic selection and approval						
Produce draft proposal						
Incorporate supervisors' reviews						
Proposal ready for presentation						
Incorporation of panel comments						
Pilot testing of questionnaire						
Data collection						
Data processing and analysis						
Review of draft by supervisor						
Addressing comments						
Submit project to Graduate Students Affairs						

APPENDIX VII: RESEARCH AUTHORISATION

MINISTRY OF EDUCATION
State Department of Basic Education

Telegrams: "schooling", Kisumu
Telephone: Kisumu 057 - 2024599
E-mail: ountyeducation.kisumu@gmail.com
When replying please quote:



COUNTY DIRECTOR OF EDUCATION
KISUMU COUNTY
NYANZA PROVINCIAL HEADQUARTERS
3RD FLOOR
P.O. Box 575 - 40100
KISUMU

CDE/KSM/GA/3/24/V/(108)


5th June 2023

TO WHOM IT MAY CONCERN:

RE: RESEARCH AUTHORIZATION
PHILIP ODHIAMBO OLIECH - NACOSTI/P/23/26069

This office hereby authorizes Philip Odhiambo Oliech to conduct research on *"Influence of Principals' Application of Management Support Practices in Enhancement of Teachers Job Performance in Secondary Schools in Nyakach Sub County - Kisumu County, Kenya"* for the period ending 24th May 2024.

Any assistance accorded to him to accomplish the assignment will be highly appreciated.



ENOCH OKWEMBA
FOR: COUNTY DIRECTOR OF EDUCATION
KISUMU COUNTY