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Principals' Teacher Management Strategies and Learners' Academic Achievement in Public Secondary Schools in Kilifi Sub-County, Kenya

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Abstract

Purpose: Effective management of teachers in a school system plays an important role in facilitating students' academic achievement as they prepare for life opportunities. This study investigated the influence of the principals' teacher management strategies on students' academic achievement in Kilifi Sub-County, Kenya. The specific objectives of the research were: to assess whether principals' provision of incentives to teachers has effects on students' academic performance; to find out the extent to which principals' promotion of teachers' team work influences students' academic performance in public secondary schools in Kilifi Sub-County.

Methodology: The study was guided by the Total Quality Management theory. A descriptive survey research design was adopted for the study. The study targeted secondary school principals, teachers, and students, Quality Assurance and Standards Officer and Teachers Service Commission County Director. Purposive sampling was used to select 10 public secondary schools, 10 principals, one Quality Assurance and Standards officer, and a County Director from Teacher Service Commission. Simple random sampling was used to select 90 out of 250 teachers. Proportionate sampling was adopted to select 306 out of 1300 students. Test – Retest Reliability scores of the teachers and students research instruments were 0.817 and 0.774 respectively. The researcher used questionnaires, interview guide and document analysis to collect data from different participants; students, teachers, Quality Assurance and Standards Officer and Teacher Service Commissions County Director. Quantitative data was analyzed using the Statistical Package for Social Science Software Version 23. Descriptive statistics such as frequencies and percentages were presented in the form of bar graphs, pie charts, and tables. Inferential statistics (correlation) were presented in the tables. Qualitative data was arranged into themes and recorded in the form of narratives and direct quotations.

Findings: The findings of the study showed that though the teachers were given paid leave, over time bonuses, and gifts as incentives to improve their performance, they were not given

opportunities for professional development which affected their performance. Further, the study established a weak teamwork spirit between the teachers and the principals. School principals did not include teachers in the decisions that affect them. The study concluded that teamwork provided opportunities for continuous improvement and led to higher rates of satisfaction among teachers.

Unique Contribution to Theory, Policy and Practice: The study recommended that the principals give the teachers incentives such as professional development opportunities through workshops and seminars to enable them to acquire more skills. The study further recommended that the principals put in place measures that would enhance the quality of teamwork among teachers. This would enhance teachers' performance and learners' academic achievement in public secondary schools in Kilifi Sub-County, Kenya.

Keywords: *Principals, Teacher, Management, Strategies, Learners, Academic, Achievement.*

1. Introduction

The management of employees is an important aspect of the operation of any institution. Employee management, also called personnel management, consists of all the activities undertaken by an enterprise to ensure effective utilization of employees towards the attainment of individual, group, and organizational goals (Taslim, 2017). Risha (2017) describes personnel management as the field of management concerned with planning, organizing, and controlling various operative activities of procuring, developing, maintaining, and utilizing the labor force in order to attain individual and organizational goals and objectives. Prachi (2015) looked at personnel management in terms of staff development and remuneration. Concerning directing, Prachi described it in terms of supervision, leadership, and staff motivations (incentives). The ideas of Prachi provided information for the current study, which investigated the influence of the principals' teacher management strategies on students' academic achievement in Kilifi Sub-County.

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

managed using the rule of thumb, which involved the application of methods decided by the managers based on their past experiences. The approaches were untested and unscientific; they did not guarantee specific results.

The concept of human resource management has been used in different sectors across the globe, including education, and has attracted the attention of scholars. For example, Muliati and Sihotang (2022) noted that for educational objectives to be achieved, school principals must apply effective personnel management. Wohlstetter (1994) established that for school management to work in the United States of America, people at the school site must have authority over budget, personnel, and curriculum. The school principals must be able to help improve school performance by introducing management strategies such as teamwork and teacher monitoring that impact teaching and learning.

A related study in Greece by Alexopoulos (2019) discovered that the way teachers are managed by the principals is important and determines the academic achievement of the learners in a school. This is because teachers are strategic assets that facilitate the acquisition of the expected knowledge, competencies, and skills among learners (Owala, 2021). A study by Cisse (2009) in Japan discovered that the management of teachers in terms of teamwork and teacher monitoring were ineffective in influencing classroom instruction and the performance of learners. The author discovered that there were a number of ineffective school principals with limited administrative skills, especially in monitoring teachers' delivery of the curriculum, which affected learners' performance. Such findings were also realized in Ethiopia, where most principals were found to be ineffective administrators of schools in terms of teacher management, which hindered schools' academic performance (Hadiso, 2018).

The effectiveness of school performance is a result of the principals being fair, respectful, and concerned with issues involving teachers and students (Shete, 2015). This argument has further been supported by a study done in Nigeria by Hamza, Lucky, and Joarder (2014), who revealed that for improved teacher job performance; there is a need for effective teacher management strategies by principals. In Tanzania, school principals have to ensure proper management of teachers; however, the focus has been on teacher development with limited concern for other aspects such as teacher incentive, teamwork development, and teacher monitoring in terms of syllabus coverage, which has hindered the academic achievement of learners (Jengo, 2016).

Shete (2015) argued that there have been a lot of changes in the management and governance of teachers in Kenya since the pre-independence period. These reforms have been informed by various sessional papers and reports from different educational commissions. For example, sessional paper No.1 of 2019 emphasized reforming the secondary education curriculum and providing quality and relevant education, which demanded new approaches to teacher management (Republic of Kenya, 2019). Research by Kamau (2017) on free day secondary schooling in Kenya revealed that the introduction of free day secondary education in

Kenyan public secondary schools has escalated students' enrolment, hence the hiring of more teachers, which has increased principals' responsibilities and demanded new management strategies.

A report by the Teacher Service Commission (2018) in Kenya pointed out challenges with the management of teachers. For instance, the report noted that school principals are not adequately equipped with teacher management skills, and this has affected academic achievement in most schools. Mugambi and Ochieng (2016) added that TSC is centralized in Nairobi and, although it has officers spread throughout the 47 counties of Kenya, it cannot stretch itself to manage the professional welfare of all teachers in all schools in Kenya. As a result, the author argues that the commission relies on principals to manage teachers in their schools, which is challenging in terms of administrative and management duties for teachers' professional welfare. For instance, the author noted that principals have to ensure that recruitment is done, salaries are paid, and other social welfare is taken care of. These seem to be overwhelming responsibilities on the principals' shoulders, who are also expected to facilitate learning in the classrooms. In addition, Mburu (2016) suggested that school principals must ensure that curriculum implementation in schools is up-to-date and strictly followed through effective teacher supervision and monitoring if better student performance is to be realized.

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

Ndungu (2018) did a study in Kilifi County and established that the role of school principals is to inspire and motivate teachers to achieve high academic performance among students. The study further revealed that principals of public secondary schools use democratic and transformational leadership traits in their management of teachers. However, the author noted that the principals work without schedules, which affects the effective management of teachers.

A study by Changawa (2019) found that in 2018, no grade A was registered in Kilifi among public schools in the KCSE. In 2019 and 2020, the County continued to be on the spot over the decline in performance in the KCSE (Hassan, 2021). In the year 2021, Katana (2022) established that the average performance of the area in the KCSE was an aggregate grade of C-, which is such a low grade that it cannot even allow graduates to pursue diploma courses, which require a mean grade of C.

A related study was done by the parliamentary committee on education and research in Kilifi to determine the causes of mass failure in the Kenya Certificate of Secondary Education (KCSE) exams (Gari, 2021). The study also aimed to establish how the education system is managed in the area. It was established that the dismal performance of students is associated with limited classrooms and the number of teachers deployed in the area by the Teachers Service Commission. There was also laxity in the follow-up on the progress of students. However, this study by Gari (2021) did not find out whether teacher management strategies (teacher incentives, teamwork, professional development, teacher monitoring) used by the principals can be a contributing factor to the dismal performance of students in public secondary schools in the area. In addition, there is limited literature on how principals' management strategies of teachers influence students' academic achievement in public secondary schools in Kilifi, hence the need for the current study that sought to find out how principals' management strategies of teachers influence students' academic achievement in public secondary schools in Kilifi Sub-County.

2. Statement of the Problem

Students' performance in public secondary schools in Kilifi Sub-County has been deteriorating every year. Kilifi is listed as one of the sub-counties that have the lowest performance in the KCSE. Most schools in Kilifi perform below other schools in the same category across the country. Changawa (2019) revealed that in 2018, no grade A students were registered in the area among public schools in KCSE. In 2019 and 2020, the county continued to register a decline in performance in the KCSE (Hassan, 2021). In 2021, Katana (2022) found that the average performance of the area was a C- in the KCSE.

In response to the deteriorating performance of students, the government made efforts to increase the number of teachers in public schools as well as improve infrastructure such as classrooms, laboratories, libraries, and dormitories. Regardless of all these, the performance of students in KCSE in the County has continued to deteriorate. Every time the results are released countrywide, the County's performance is always a topic of heated discussion. The literature provides scant information with no concrete research on the modalities of how to improve or tackle the poor student performance that bedevils the Sub-County, thereby making research of this kind urgent and crucial. This study sought to assess whether principals' teacher management strategies in public secondary schools in Kilifi Sub-County have a link with the poor performance of students and come up with viable recommendations that would consequently improve students' academic performance in Kilifi Sub-County and beyond.

2.1 Research Objectives

- I. To assess whether principals' provision of incentives to teachers as a strategy has effects on students' academic performance in public secondary schools in Kilifi Sub-County.

- II. To establish the extent to which promotion of teacher team work by the school principals has any influence on students' academic performance in public secondary schools in Kilifi Sub-County.

2.2 Research Questions

- I. How does principals' provision of incentives to teachers as a strategy affect students' academic performance in public secondary schools in Kilifi Sub-County?
- II. To what extent does principals' promotion of teacher teamwork as strategy influence students' academic performance in public secondary schools in Kilifi Sub-County?

3. Theoretical Framework

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

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

Since the 1920s, Total Quality Management (TQM) theory has continued to develop and be employed by different scholars in organizations. For example, it was used in Japan in 1940, where the focus widened from the quality of products to the quality of all issues within the

organization, including the quality of learning outcomes among learners in schools (Blanckstein, 2019). In the United States of America, Total Quality Management was first used in the navy to control the work of several quality consultants to bring effectiveness, and it was later spread throughout the United States federal government (Farooq & Akhtar, 2007). Omolo (2016) noted that banks and other institutions, including schools in Kenya, are now more interested than ever in adopting Total Quality Management principles as a tool to survive and excel. Basing on its principles, such as collaboration among stakeholder groups and professional development, the researcher in this study adopted TQM theory to effectively assess principals' teacher management strategies and learners' academic achievement in public secondary schools in Kilifi Sub-County.

4.1 Teachers' Incentives as a Strategy for Students' Academic Achievement

Incentives usually motivate teachers to work hard to improve the performance of learners. Providing incentives to teachers in the form of overtime pay, gifts, and professional development opportunities is an increasingly popular educational strategy employed by school principals to improve the performance of teachers and students (Prachi, 2015). This management strategy seems to directly apply to New York City public schools, as revealed by the study of Michael (2013) who noted that there was evidence that teacher incentives increased students' performance, attendance, and graduation in New York City. However, the study was not clear on who gives the incentives to teachers, hence the need for the current study that assessed whether the principals' provision of incentives to teachers as a strategy has effects on students' academic performance in public secondary schools in Kilifi Sub-County.

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

A related study in Rwanda was conducted by Gatsinzi (2014) on work- and school-related variables in teacher motivation in Gasabo District. The results of the study indicated that the motivation of public primary school teachers in Gasabo district in the form of monetary incentives was beneficial to the performance of both teachers and learners. The results further

indicate that teacher motivation and school facilities correlated with teacher motivation and performance. However, the study by Gatsinzi did not establish how the principals motivate teachers. This is the gap that the current study done in Kilifi Sub-County, Kenya sought to fill.

Filmer, Habyarimana, and Sabarwal (2020) did a study in Tanzania on teacher performance-based incentives and learning inequality. The results of their study showed that incentives for teachers led to average improvements in student achievement across different subjects. This study only focused on the students' performance in mathematics, and it is not appropriate to generalize these study findings from one subject to cover all the subjects. The study was also not clear on who provides the incentives to the teachers. To fill these gaps, this study investigated how the provision of incentives to teachers by principals influences the academic performance of students, particularly in public secondary schools in Kilifi Sub-County.

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

A study by Mwanasiti (2019) was conducted in Kisauni Sub County, Kenya, to investigate the influence of head teachers' management roles on learners' academic performance in public schools. The sample size of the study included 20 head teachers and 20 deputy head teachers. Study findings revealed that head teachers controlled teaching outcomes through their management roles, such as encouraging team work, checking professional records, and motivating teachers. The study by Mwanasiti concluded that head teachers' management roles have a positive influence on learners' academic performance. Though the study by Mwanasiti is related to the current study, it was particularly focused in Kisauni Sub County, and its results might not reflect the reality of Kilifi North Constituency, hence the need for this study that investigated the influence of principal and teacher incentives on students' academic achievement.

Chelangat (2014) conducted a study on how the incentives system influenced the performance of board-employed teachers in public secondary schools in Chepalungu District, Kenya. The findings revealed that most schools used overtime bonuses to motivate teachers who are employed by the board of management. It was further established that most of the teachers employed by the board of management considered the award of a basic salary as a motivating

factor to teach. This study did not look at students' performance in terms of KCSE grade, hence the need for the current study.

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

4.2 Principal-Teacher Teamwork as a Strategy for Students' Academic Performance

Teamwork can be defined as the ability to work with others through cooperation and communication to accomplish a common goal (Ballangrund et al., 2017). For teamwork to be effective, members must understand the team's purpose, work towards that purpose, and be both independent of and dependent on other members to accomplish the task (Baker et al., 2005). Teamwork can lead to a decrease in workplace errors, higher rates of satisfaction among employees and clients, and provide opportunities for continuous improvement among professionals. Different forms of teacher teamwork are associated with a greater impact on teacher commitment and higher student achievement (Allensworth, 2016).

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

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

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

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

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

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

There are many obstacles to achieving a high level of teamwork among secondary school teachers in the process of offering education in secondary schools in Kenya. Kitonga (2014) investigated determinants of teacher participation in teamwork for improved performance in

public schools in Taita Taveta District. This study was based on Elton Mayo's management theory. The significance of the study was to provide information for use by the secondary education department in the district to improve the performance of the KCSE examination. The data was collected using questionnaires and analyzed using descriptive statistics. The findings showed that teacher participation in teamwork is more prevalent in institutions where democratic leadership is practiced and that democratic leadership, training, and a favorable school culture are important ingredients for teacher participation in teamwork.

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

5. Research Methodology

A descriptive survey research design was adopted for the study. The target was public secondary schools, principals, teachers, and students, as well as the quality assurance and standards officer and the Teacher Service Commissions County Director. Purposive sampling was used to select 10 public secondary schools, 10 principals, one quality assurance and standards officer, and one Teacher Service Commissions County director. Simple random sampling was used to select 90 out of 250 teachers. Proportionate sampling was adopted to select 306 out of 1300 students. The reliability of the instruments was tested using the test-retest technique, and the scores for teachers were 0.817 while the scores for students were 0.774. The researcher used both closed and open-ended questionnaires to collect data from teachers and students. Semi-structured interviews were used to collect data from principals, the Quality Assurance and Standards Officer, and the Teacher Service Commission's County Director. Document analysis was used, including analysis of mark books, National Examination Results files, teacher appraisal documents, and teacher development reports, which helped collect valuable information for the study. Quantitative data was analyzed using the Statistical Package for Social Science, Version 23. Descriptive statistics such as frequencies and percentages were presented in the form of bar graphs, pie charts, and tables. Inferential statistics (correlation) were presented in the tables. Qualitative data was arranged into themes and reported in the form of narratives and direct quotations.

6.1 Research Findings about Principal–Teacher Incentives and Student Performance

Teachers and students were asked to show their level of agreement or disagreement with the statements regarding the influence of principal-teacher incentives on students' academic performance in Kilifi Sub-County. The findings are shown in Table 1. Respondents used the

following scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Table 1: Principal-teacher Incentives and Students' Academic Performance

Statement	SA		A		UD		D		SD	
	F	%	f	%	f	%	f	%	f	%
Teachers (n=89)										
Our principal gives teachers opportunities for professional development	7	7.9	1	1.1	7	7.9	46	51.7	28	31.5
Teachers are given paid leave as incentives to improve their performance	33	37.1	44	49.4	3	3.4	3	3.4	6	6.7
Our teachers are given over time bonuses to motivate	7	7.9	64	71.9	4	4.5	4	4.5	10	11.2
In our school, incentives are given to teachers inform of gifts	59	66.3	22	24.7	4	4.5	2	2.2	2	2.2
Incentives are based on the teacher's relationship with the principal	14	15.7	55	61.8	4	4.5	7	7.9	9	10.1
Incentives are given based on the teacher's experience	64	71.9	21	23.6	2	2.2	1	1.1	1	1.1
Our principal ensures job security for teachers	15	16.9	64	71.9	2	2.2	4	4.5	4	4.5
Students (n=304)										
Our principal gives teachers gifts to motivate them	190	62.4	26	8.6	48	15.8	29	9.5	11	3.6
Your principal recognizes teachers for their efforts towards improving students grades	196	64.5	59	19.4	20	6.6	9	3.0	20	6.6
Our principal praises teacher for their teaching work	91	29.9	179	58.9	3	1.0	10	3.3	21	6.9

As indicated in Table 1, most teachers 74(83.2%) disagreed that their principals give teachers opportunities for professional development. Only 1(1.1%) agreed that their principals give teachers opportunities for professional development. This finding is an indication that teachers are disadvantaged when it comes to professional development. Teachers who have not had professional development tend to be deficient in their teaching, which could be contributing to the poor performance that is experienced in public secondary schools in Kilifi. In support of teacher professional development, Kasiisa and Tamale (2013) stress that teachers' performances tend to improve when they participate in teacher professional development. The author further mentioned that professional development can be achieved through seminars, workshops, conferences, or independent study while on duty.

The study further showed that the majority of the teachers, 77(86.5%) agreed that the teachers are given paid leave as an incentive to improve their performance, and only 3(3.4%) were undecided on the statement, which might indicate that such teachers could have been either new in their teaching profession or not informed. It could also be that such teachers have never been given paid leave as an incentive to improve their performance. The study also found that most teachers 64(71.9%) were in agreement that teachers are given overtime bonuses to motivate them. This was an interesting finding because when teachers are given incentives, they tend to be motivated to perform better at their responsibilities. In reference to reinforcement theory, Sidman (2006) contended that positive reinforcement is related to incentives such as overtime payment, promotions, praise, paid holiday leave, recognition, and improvement of the working environment, which encourage not only the teachers' performance but the performance of learners as well.

Table 1 further shows that most teachers, 59 (66.3%), agreed that in their school, incentives are given to teachers in the form of gifts, and only 4 (4.4%) disagreed that in their school, incentives are given in the form of gifts. This could mean that the head teachers in public secondary schools are concerned about their teachers and appreciate their efforts. This is a good strategy when it comes to motivating teachers. One of the principals in the interviews narrated:

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

In an interview with the TSC County Director, it was mentioned that praising teachers is an effective strategy for encouraging them to do better at their jobs. These responses from the principal and the TSC Director are a clear indication that the practice of appreciating teachers is an appropriate strategy that can be used by the principals to improve both the teachers' and students' performance. Though incentives are shown to be good at motivating teachers, most of the teachers 55(61.8%) were of the view that incentives are based on the teacher's relationship

with the principal, which may demoralize other teachers who may not get incentives as a result of not being close friends with the principal.

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

A study in Rwanda by Gatsinzi (2014) on school-related variables in teacher motivation in Gasabo District had similar findings, stressing that the motivation of teachers in Gasabo District in the form of monetary incentives was beneficial towards the performance of both teachers and learners. Research by Brennan (2014) suggests that stable, affordable housing may increase students' opportunities for educational success. A supportive and stable home environment can complement the efforts of educators, leading to improved student achievement.

Further findings revealed that most teachers, 79(88.8%) were of the view that their principals ensure job security for teachers, and very few, 4(4.5%) disagreed with the idea. This is an important finding since job security motivates teachers to work hard and achieve better results. When teachers are assured of their jobs, they tend to give all their efforts to produce the best results. In an interview, the QAO of the area remarked that public secondary schools in Kilifi Sub County have always made an effort to support less performing teachers through professional development opportunities, which have improved their skills and motivated them to improve their performance (QAO, 28/07/2022). Similar findings were established in a study by Ibrahim (2020), who contended that motivating, appraising, and retaining teachers improves their performance.

Students were also asked to respond to the statements regarding principal-teacher incentives and students' academic performance. It was discovered that 190 (62.4%) of the students strongly agreed that their principals give teachers gifts to motivate them, 26(8.6%) agreed, 48 (15.8%) were undecided, 29 (9.5%) disagreed, and 11 (3.6%) strongly disagreed with the statement. This could mean that students had seen teachers being given gifts, which could also be a motivating factor for the students. Concerning whether their principal recognizes teachers for their efforts towards improving students' grades, a majority of students 196 (64.5%) agreed with the statements. Furthermore, most of the students agreed that their principals praised their teachers for their teaching work 270(88.8%). This is an important finding as it motivates teachers to perform better in their teaching job. Findings from documents from most principals regarding teacher management revealed that there were records showing that teachers were motivated in terms of gifts and allowances. This finding from document analysis is supported by the QAO statement that:

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

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

6.2 Research Findings about Principal-Teacher Teamwork and Students' Academic Performance

The study required the respondents to indicate their level of agreement or disagreement with the statements about principals' promotions of teacher teamwork and students' academic achievement in public secondary schools in Kilifi Sub-County. The findings are presented in Table 2, where the respondents used the scale of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Table 2: Principal-Teacher Teamwork and Students' Academic Performance

Statements	SA		A		UD		D		SD	
	f	%	f	%	f	%	F	%	f	%
<u>Teachers</u> (n=89)										
Team work provides opportunities for continuous improvement among teachers	14	15.7	55	61.8	5	5.6	4	4.5	11	12.4
Teamwork among teachers and principals lead to higher rates of satisfaction among teachers	21	23.6	50	56.2	9	10.1	4	4.5	5	5.6
The principal encourages teachers to participate in decisions that concern learners' achievement	1	1.1	5	5.6	12	13.5	64	71.9	7	7.9
The principal is supportive towards team teaching	5	5.6	4	4.5	8	9.0	65	73.0	7	7.9
The principal encourages teacher collaboration in teaching	66	74.2	12	13.5	3	3.4	3	3.4	5	5.6
The principal encourages teachers to share teaching resources such as	48	53.9	16	18.0	12	13.5	4	4.5	9	10.1

books

The principal encourages collaboration of teachers in helping students achieve their targets 62 69.7 13 14.6 1 1.1 3 3.4 10 11.2

Students (n=304)

Our principal encourages co-teaching 13 4.3 28 9.2 69 22.7 180 59.2 14 4.6

Your principals encourages teachers to share resources 22 73.0 47 15.5 15 4.9 14 4.6 6 2.0

Team work is evident among teachers in guiding students 199 65.5 24 7.9 54 17.8 7 2.3 20 6.6

As presented in Table 2, the majority of the teachers 55(61.8%) agreed that teamwork provided opportunities for the continuous improvement of teachers. It was further established that 71(80%) of the teachers agreed that teamwork among teachers and principals led to higher rates of satisfaction among teachers. This could imply that most teachers understand the beneficial impact of working as a team. Teamwork among teachers and principals is associated with a greater impact on students' academic achievement, teachers' readiness to teach, and teacher commitment. These findings agree with the findings of a study by Ballangrud and Husebo (2017), which established that teamwork, can lead to a decrease in workplace errors, higher rates of satisfaction among teachers, and provide opportunities for continuous improvement.

There was also a high percentage of the teachers 71(79.8%) who disagreed that the principals encourage teachers to participate in decisions that concern learners' achievement. This may suggest that most of the decisions are imposed on the teachers, which may demoralize them and consequently hinder their performance and the learners' academic achievement. Teachers' involvement in decision-making is important because it improves the quality of decisions made by a school and its effectiveness in achieving its goals, including the performance of the learners. Concerning teacher involvement in decision-making, a TSC County Director commented:

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

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

Table 2 also shows that the majority of teachers 72(80.9%) disagreed with the statement that principals support team teaching. This could mean that principals in public secondary schools in Kilifi tend to underestimate the benefits that come along with team teaching. Team teaching allows teachers to work purposefully, regularly, and cooperatively to help students learn. It enables teachers to set goals, prepare lesson plans, teach students, and evaluate the results. With the help of team teaching, teachers share insights, argue with one another, and even challenge students to decide which approach is better in the teaching and learning process, which improves learners' academic achievements. A study by Unamba (2022) on the effects of a team teaching approach on learners' achievement in Nigeria found that students showed a positive attitude towards team teaching. The study recommended that the ministry of education organize workshops and seminars for teachers to keep up with innovative approaches such as team-teaching.

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

"I'm aware that many schools are limited by finances and cannot afford some resources for every teacher, such as computers. As a result, many teachers are forced to share a computer lab or a laptop with the whole school. Though this may not be desirable for most teachers, with

the right planning and preparation, teachers can still maximize resources to give students opportunities to study" (QAO, 23/07/2022).

The study further revealed that most of the *teachers* 75(84%) strongly agreed with the statement that principals encourage collaboration among teachers in helping learners achieve their targets. Only 1(1.1%) of the teachers was undecided on whether principals encouraged the collaboration of teachers in helping students realize their targets. Collaboration allows the sharing of knowledge among teachers, which enhances teaching. These findings are in agreement with the findings of a study by Svendsen (2016) in Norway, which established that through collaboration practices, teachers were able to adopt a new teaching form called "inquiry-based teaching," which in turn allowed teachers to gain confidence, think critically, and reflect about their teaching practice, hence improving learners' academic achievement.

Students were also asked to respond to the statements regarding principal-teacher teamwork and students' academic achievement. The results, as shown in Table 2, show that most of the students, 194 (63.8%), disagreed that their principal encourages co-teaching. Only 13 (4.4%) agreed and 28(9.20) strongly agreed with the statement. In addition, 69 (22.7%) students were unsure whether or not their principal encouraged co-teaching. The students who were undecided could have been those who had not seen co-teaching being practiced in their schools. It could also be that such students are not informed of how co-teaching is practiced by their teachers in their schools. It was interesting to find that the majority of the students, 222(73.3%), had noticed that their teachers shared the resources. This can be inspiring to the students, as they can learn from their teachers the importance of sharing and do the same in their learning process, which may help with their academic success. As Gladston and Cimpian (2021) noted, teachers can be good role models for students. When students have teachers who are their role models, they are likely to pick up habits and even perspectives from their teachers that could benefit them in life, including academics. The study further revealed that more than half of the students 199(65.5%) strongly agreed with the statement that teamwork is evident among teachers in guiding students. This could imply that teachers work together to help students achieve their academic goals. As noted by Jeanna (2022), teamwork among teachers allows them to meet regularly, share their expertise, and work collaboratively to improve teaching and the academic performance of the students.

Generally, the findings of the study suggest that teamwork among the teachers and their principals is important in improving not only the performance of the teachers but the academic performance of the students as well. This resonates with the study by Boakye (2015) in Ghana, which established that teamwork positively relates to teachers' performance.

6.3 Conclusions and Recommendations

Based on the findings, the study came to several conclusions. For instance, regarding principals' provision of incentives to teachers as a strategy of improving students' academic

performance, it was concluded that most principals do not give teachers opportunities for professional development as an incentive strategy. It was also concluded that teachers are given paid leave as incentives to improve their performance. Most principals give teachers overtime bonuses to motivate them. In terms of teamwork as a strategy used by the principals to manage teachers, it was concluded that teamwork provided opportunities for the continuous improvement of teachers. It was also concluded that teamwork between teachers and principals led to higher rates of satisfaction among teachers.

The study recommended that the principals of public secondary schools give the teachers opportunities for professional development, such as workshops and seminars, to help them acquire skills that can allow them to perform better and improve the performance of the learners. The study further recommended that the principals put in place measures that would enhance the quality of teamwork among teachers.

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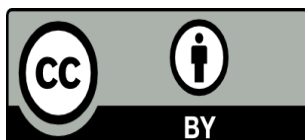
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