



INFLUENCE OF PRINCIPAL'S INSTRUCTIONAL SUPERVISORY PRACTICES ON TEACHER'S JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MUKURWEINI SUB-COUNTY, NYERI, KENYA

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Abstract:

This study examined the influence of principals' instructional supervisory practices on teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya. Guided by the Instructional Leadership Theory, the study explored how principals' collaborative decision-making and data-informed decision-making affect teacher job performance. The study adopted a mixed methods approach with a convergent parallel mixed methods design. The target population comprised 32 public secondary schools, 32 principals, 672 teachers, and one Quality Assurance and Standards Officer (QASO). The sample size included 10 schools selected through proportionate stratified and simple random sampling, 10 principals and 1 QASO purposively sampled, and 184 teachers sampled through stratified and simple random sampling. Data were collected using questionnaires for teachers and interview guides for principals and QASO. Tangaza University research experts validated research instruments. Quantitative data were analysed using descriptive and inferential statistics, including Pearson correlation analysis for hypothesis testing, while qualitative data were analysed thematically through content analysis. Quantitative findings were presented using tables and bar graphs, while qualitative results were presented using narratives and direct quotes. Ethical standards were upheld through participants signing informed consent forms, confidentiality, and honesty in reporting. Pearson correlation analysis revealed

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statistically significant positive relationships between principals' collaborative decision-making ($r = .179$, $p = .042$) and data-informed decision-making ($r = .201$, $p = .022$) with teachers' job performance. These findings support generalization to the broader population and underscore the importance of inclusive and evidence-based leadership practices. The study concluded that principals' instructional supervisory practices, specifically collaborative decision-making and data-informed decision-making, positively influenced teacher job performance in public secondary schools in Mukurweini Sub-County, Nyeri. It is recommended that principals promote participatory decision-making to enhance teachers' motivation and performance. Additionally, education policy should encourage inclusive planning that values teachers' input, and comparative studies should be conducted to develop context-responsive supervisory practices.

Keywords: principal's instructional supervisory practices, teacher's job performance, collaborative decision making, data-informed decision-making

1. Introduction

School principals guide and manage school operations to ensure high academic performance and improvement. According to Hartiwi *et al.* (2020), school principals play a crucial role in enhancing teacher effectiveness, fostering enthusiasm and professionalism among teachers, and facilitating knowledge transfer to students. Teachers' ability to guide and help students in achieving educational goals greatly impacts the overall quality of education (Pahlawanti *et al.*, 2020). Enhancing the quality of education in schools can be achieved through instructional supervision of teachers by school principals. According to Ogunde and Adanna (2022), supervision is a process that offers expert guidance to individuals or institutions to improve system quality; it helps teachers identify and address their deficiencies through feedback from supervisors (Kuviyo *et al.*, 2022). Supervisors and teachers collaborate to improve instruction, leading to better learning outcomes for students (Ndambuki *et al.*, 2020). Supervision is carried out in the context of mentoring, directing, and coaching toward improving teacher performance more optimally (Zohriah *et al.*, 2022).

Instructional supervision, as posited by Al-Kiyumi and Hammad (2020), is a process that helps teachers and schools expand their opportunities and capacity to contribute more effectively to students' academic progress. According to Ozdemir and Sahin (2020), effective instructional supervision enhances student achievement by supporting teachers' professional development. School principals are responsible for improving academic performance in their schools by facilitating the teaching and learning process. Instructional supervision and building teacher capacity are essential factors in enhancing students' academic achievement (LeBlanc & Davis, 2022). As highlighted by a "*teach primary*" initiative implemented in over 30 countries by the World Bank, structured classroom observation and feedback mechanisms are instrumental in

enhancing teaching quality. Although statistical data on the correlation between instructional supervision and teacher performance were not provided, the program underscored the importance of continuous professional development and support for teachers in enhancing instructional quality (World Bank, 2024).

Teachers' job performance refers to how effectively teachers fulfill their instructional and pedagogical tasks to help students learn and achieve school objectives (Owan, 2018). According to Arop *et al.* (2019), teachers' job performance determines how well a school fulfills its objectives. Teacher performance and the quality of learning in an institution are greatly influenced by management and supervisory practices employed by the head of the institution (Rostini *et al.*, 2022). According to UNESCO (2024), as of 2022, only 64% of primary school teachers in Sub-Saharan Africa (SSA) met the minimum required qualifications, down from 70% in 2012. This decline in qualified teachers highlighted the need for effective instructional supervision to support unqualified or underqualified teachers in a bid to improve overall teaching performance. Similarly, a Global Education Monitoring Report by UNESCO (2024) revealed that only one third of school leadership training programs globally addressed all four core dimensions of instructional leadership: setting expectations and vision, fostering collaboration, staff development and pedagogical guidance. Further, merely 30% of countries were found to have regulations mandating the training of newly appointed principals, underscoring a significant gap in leadership preparation.

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

Still in Indonesia, another study by Wiyono *et al.* (2022) sought to find out the influence of instructional supervision techniques on the work motivation and performance of elementary school teachers. The findings of the study concluded that systematic and comprehensive supervision positively influenced teachers' work motivation and competence. Their research reinforced the notion that well-structured instructional supervision is essential for improving teacher effectiveness. While these researchers established a general link between supervision and teacher motivation, the current study delved deeper into specific instructional supervisory practices that contributed to teacher effectiveness in public secondary schools. By focusing on

instructional supervision, the study sought to provide insights that could inform school principals on instructional supervisory practices they could use to enhance teaching and learning.

A study carried out in Vietnam by Huong (2020) to establish the factors that affect instructional leadership in Vietnamese secondary schools highlighted the significance of collaboration between principals, teachers, and other stakeholders in fostering an effective teaching and learning culture. The study reinforced the argument that instructional supervision is not merely an administrative function but a crucial practice that directly influences school outcomes. This study provided a relevant foundation for the current study on the influence of principals' instructional supervisory practices on teachers' job performance, by emphasizing the role of school leadership in enhancing instructional effectiveness. The findings that collaboration was essential for instructional leadership suggested that supervisory practices such as classroom observation and feedback, and shared decision-making could significantly influence teacher job performance. This study focused broadly on instructional leadership, unlike the current study, which narrowed down to specific instructional supervisory practices such as classroom observation and feedback, collaborative decision-making, modeling best practices, and data-informed decision-making and how they shaped teachers' job performance. By examining these dimensions, the current study sought to provide a more nuanced understanding of how principals' instructional supervisory practices translated to enhanced teachers' performance, and ultimately to better student academic outcomes.

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

To reveal the level of instructional supervision exhibited by the school principals according to the perceptions of teachers, Deniz and Erdener (2020) carried out a study in Turkey. The study highlighted the crucial role of instructional supervision in enhancing both teaching quality and student development. However, the study also revealed that

such supervisory activities occurred infrequently, raising concerns about their consistency and effectiveness. This study aligns with the current study on the influence of principals' instructional supervisory practices on teachers' job performance. Effective supervision, when consistently implemented, provides teachers with constructive feedback, professional development opportunities, and the necessary support to refine their instructional practices. While this study emphasized the importance of instructional supervision, it failed to examine how specific instructional supervisory practices directly influenced teachers' job performance. The current study addressed this gap by exploring how these instructional supervisory practices influence teachers' job performance in a Kenyan context.

In Rivers State, Nigeria, Nwankwoala (2020) conducted a study to investigate the relationship between instructional supervision and teachers' job performance. The study established a strong link between instructional supervision and teachers' job performance, emphasizing supervisory techniques such as classroom observation, holding conferences with teachers and clinical supervision. The study's conclusion that these practices significantly enhanced teachers' job performance is closely aligned with the focus of the current study on the influence of principals' instructional supervisory practices on teachers' job performance. Regular classroom observation and structured feedback sessions provide teachers with valuable insights to refine their instruction, ultimately improving their effectiveness in instructional delivery. While this study identified the effectiveness of supervisory practices, it did not explore the contextual factors that may influence their implementation, such as the role of data-informed decision-making in supervision. This gap was addressed in the current study as it established ways in which data-informed decisions influenced teachers' job performance, thus providing a deeper understanding of how principals might optimize their supervisory roles to improve teacher job performance.

Still in Nigeria, a study to examine the adequacy with which instruction was being supervised and the quality of interpersonal relationships between supervisors and teachers, as well as teachers' suggestions for improving the instructional supervision, was done by Ubogu (2020). The study found that instructional supervisors provided insufficient support to teachers and were not fulfilling key responsibilities such as classroom visits, evaluating teaching methods and overseeing teachers' lesson plans. The researcher identified a lack of resources as a barrier to effective supervision, ultimately hindering both teaching and learning. The study emphasized that educational supervision loses its purpose unless feedback is utilized to enhance instruction. Effective supervision requires not only structured practices but also adequate resources to sustain the supervision efforts. While this study highlighted resource constraints as a limiting factor, the current study explored how principals can navigate these challenges by adopting data-informed decision-making and fostering collaborative decision-making. By addressing these gaps, the study aimed to provide insights into strengthening instructional supervision to enhance teacher effectiveness within Kenyan educational context.

A study to establish the role of school heads' supervision in improving quality of teaching and learning in Tanzania by Ngole and Mkulu (2021) identified school heads as key instructional supervisors, directly influencing students' academic performance and the success of learning institutions. Effective supervision provides teachers with guidance, support, and feedback to enhance their instructional effectiveness. While this study linked instructional supervision to student academic performance, the influence of specific instructional supervisory practices on teacher job performance remained underexplored. To bridge this gap, the current study investigated how classroom observations and feedback, collaborative decision-making, modeling best practices by principals and data-informed decisions contributed to teacher effectiveness, ultimately improving learning outcomes and institutional performance.

In Tanzania and Uganda, Atuhurra and Kaffenberger (2020) conducted a study aimed at analyzing and quantifying the content and coherence of primary curriculum standards, national examinations, and actual teaching delivered in the classroom. The findings revealed a misalignment between curriculum standards, national examinations and classroom instruction, with teachers delivering content that deviated from the curriculum framework. The lack of coherence suggested the absence of a structured approach to instructional content, potentially leading to poor educational outcomes and reflecting inadequate teacher performance. This finding relates to the current study on the influence of principals' instructional supervisory practices on teachers' job performance, as effective supervision is essential in ensuring curriculum alignment. Through classroom observations, feedback, and data-informed decisions, principals can guide teachers in adhering to curriculum standards, enhancing instructional quality and student outcomes. Examining these supervisory roles provides insights to teachers in adhering to curriculum frameworks, ultimately improving teacher performance and educational effectiveness.

A study was conducted by Kuviyo *et al.* (2022) in Kajiado, Kenya, to correlate principals' instructional supervision practices and the effective teaching and learning process in public secondary schools. This study highlighted a critical gap in instructional supervision among principals in Kajiado County, as they were found to spend minimal time on supervision of instruction. The minimal time spent on supervising instruction, coupled with infrequent classroom observation and limited engagement with stakeholders, suggested that instructional oversight may not be effectively supporting teachers in improving the teaching and learning process. The findings of the study reinforced the need to examine the frequency and effectiveness of supervision as well as how principals engaged with teachers, students, and parents in supporting instructional quality. This study's focus was on the correlation between instructional supervisory practices, but it did not explicitly examine how these practices impact teachers' job performance, a gap that was filled by the current study, which investigated the influence of principals' instructional supervisory practices on teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya.

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

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

Collectively, these studies underscored the role of principals' instructional supervisory practices in enhancing teachers' job performance and the quality of learning in schools. By engaging in effective instructional supervisory practices, principals can foster professional growth among teachers, leading to improved overall educational outcomes. While studies existed on how performance contracting, teacher qualifications and administrative changes influence teacher job performance in Mukurweini Sub-County, Nyeri, Kenya, there was a deficiency of empirical studies examining how principals' instructional supervisory practices influenced teacher effectiveness in public secondary schools in the area. The current study aimed to determine the influence of principals' instructional supervisory practices on teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya.

1.3 Statement of the Problem

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

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

Nationally and regionally, studies examined links between principals, instructional supervision and student outcomes, teacher motivation, or job satisfaction in other Kenyan contexts (Ndambuki & Mwanza, 2020), yet none of the reviewed empirical work specifically investigated the influence of principal's instructional supervisory practices on teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri County. This absence of context- specific evidence made it difficult for policy makers and school leaders in Mukurweini Sub-County to know which supervisory practices effectively enhanced teacher performance and which areas required targeted capacity building.

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

1.4 Research Objectives

- 1) To establish how principal's collaborative decision-making influences teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya.
- 2) To establish how principal's data-informed decisions influence teacher's job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya.

1.5 Research Hypotheses

Based on prior studies and an extensive literature review, the researcher tested the following hypotheses:

- 1) There is no statistically significant positive relationship between principal's collaborative decision-making and teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya.
- 2) There is no statistically significant positive relationship between principal's data-informed decision-making and teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya.

1.5 Theoretical Framework

This study was informed by the Instructional Leadership Theory as formulated by Hallinger and Murphy (1985, 1986). Instructional Leadership theory largely emphasizes the guidance and purpose of leaders' impact on student learning through teachers by focusing on instructional practices. This theory underscores the role of school leaders in supporting teachers to improve teaching and learning. Instructional Leadership Theory highlights the pivotal role of school leaders, especially principals, in helping teachers enhance their teaching methods and improve learning outcomes by concentrating on instructional practices (Sebastian *et al.*, 2019). The theory is founded on the belief that a school leader's primary duty is to foster conditions that support high-quality teaching, which ultimately leads to better student achievement (Grissom *et al.*, 2021). School leaders must prioritize teaching and learning as their core responsibility (García-García *et al.*, 2020). Rather than merely serving as administrators, principals are positioned as instructional leaders who significantly influence the educational experiences in classrooms.

Instructional Leadership Theory places principals and other school leaders at the center of the teaching and learning process. By overseeing instructional programs, offering support to teachers, and cultivating a positive school environment, principals have the potential to steer school improvement efforts and boost student performance (Liebowitz & Porter, 2019). Instructional Leadership Theory proposes three broad elements: defining the school's mission, managing instructional programs, and maintaining a positive school-learning climate (Klar & Brewer, 2020). These dimensions are further delineated into ten instructional leadership functions, such as follows: framing the school's goals, communicating the school's goals to stakeholders, coordinating the curriculum, supervising and evaluating instruction, monitoring student progress, protecting instructional time, providing incentives for teachers, providing incentives for learning, promoting professional development and maintaining high visibility.

School leaders play a critical role in establishing clear academic goals and a shared vision for the school. School goals and expectations must clearly and constantly be communicated to teachers, students, and parents. This ensures that everyone is aligned in their efforts to enhance student outcomes (Sebastian *et al.*, 2019). A unified vision helps

to focus the school community on improving student achievement (Hallinger, 2020). Effective goal setting must be data-informed and must respond to the demands of the school's environment. The school community's input is crucial in goal setting, as this ensures the setting of relevant goals.

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

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

Instructional leaders set the tone for high-quality teaching by demonstrating effective instructional strategies, aligning curriculum and fostering continuous professional development. Principals who demonstrate a commitment to continuous learning encourage a culture of continuous improvement in schools (Leithwood *et al.*, 2020). According to Sebastian and Allensworth (2019), when principals demonstrate instructional strategies, teachers are more likely to integrate them into their classrooms. Effective instructional leaders use data to tailor teacher support and improve learning. Principals that provide data-driven instructional coaching to teachers influence teacher effectiveness positively (Kraft & Papay, 2019). Further, such leaders take an active role in using student assessment data, teacher evaluation data and other performance metrics to guide instructional improvements, coordinate curriculum, monitor student progress, and supportively supervise instruction. They integrate teacher evaluation data into mentorship and collaborative learning communities to create more sustainable improvements to instruction (Sebastian & Allensworth, 2019). This ensures that the curriculum aligns with educational standards and creates an academic program that is cohesive, consistent, and geared toward achieving student success (Grissom *et al.*, 2021).

A study conducted in Spain by Mumbardó-Adam and Moliner (2023) analysed principals' instructional roles and their impact on teacher autonomy and job satisfaction. Informed by Instructional Leadership theory, the study established that principals' supervisory feedback mechanisms enhanced teacher efficacy and retention. A Singapore-based study by Nguyen and Ng (2023) explored how principals' instructional leadership practices, including supervision, impacted teachers' perceived job performance.

Anchored on Hallinger's Instructional Leadership theory, the findings of the study indicated that consistent classroom supervision and instructional guidance enhanced teacher commitment and classroom effectiveness. Guided by instructional Leadership theory, a study to explore how secondary school principals as instructional leaders influenced teacher performance through systemic supervision was conducted in Pakistan by Ali and Ahmed (2023). The study established that instructional leadership strategies like shared-goal setting, ongoing feedback, and teacher development in initiatives were strong predictors of teacher performance. Utilizing Webner's Instructional Leadership model, Otieno (2024) examined the impact of principals' instructional leadership on teacher professional development in Mombasa County, Kenya. The findings of this study indicated that effective instructional leadership positively influenced teachers' pedagogical skills, assessment knowledge, self-efficacy and support for inclusive education practices. Underpinned by Instructional Leadership theory, these studies collectively highlight the critical role of instructional supervision in enhancing teachers' job performance in various educational settings.

2. Literature Review

2.1 Principal's Collaborative Decision-making Influence and Teacher's Job Performance

Decision-making is the process of identifying a problem, gathering information through consultation, identifying alternative ways of solving the problem identified and selecting the best alternative to solve the problem at hand (Buebeng, 2020). According to Dawo and Shika (2021), school principals must consistently enhance teacher job performance in order to address evolving needs in education. This calls for openness of information in education, which encourages schools to improve their education system through efforts to improve teacher performance (Mailool *et al.*, 2020). Adopting a collaborative decision-making approach in schools can improve teachers' job performance, as teachers are likely to implement decisions that they participated in making (Sorete, 2021).

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

The research drew data from the 2013 Teaching and Learning International Survey (TALIS) conducted by the OECD. According to Brezicha *et al.* (2020), TALIS is a cross-sectional survey that investigates the learning environment, appraisal and feedback, pedagogical techniques and classroom environment, development and support, school leadership, self-efficacy, and job satisfaction. The study targeted lower secondary school

teachers, specifically those employed full-time in subjects such as reading, writing and literature, mathematics, science and social studies.

The study's findings revealed a statistically significant perception gap between principals and teachers. While the principals believed that teachers had more decision-making opportunities, the teachers felt otherwise. Further, this study's findings pointed out that teachers' perception of their decision-making opportunities was positively correlated with their job satisfaction. Increased teacher job satisfaction levels are likely to lead to enhanced teacher job performance. Thus, school principals should practice shared decision-making to improve teacher job performance.

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

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

This study's findings indicated that principals' decision-making, organizational commitment and school climate influenced vocational school teachers' performance positively and significantly. Systematic decision-making by the school principals was found to lead to quality decisions that were acceptable to the teachers. Well-made decisions by principals were found to improve the performance of vocational school teachers. Thus, there is a need for school leaders to implement systematic decisions in schools to improve teachers' job performance. Additionally, this study established that organizational commitment contributed to enhanced teacher performance, as teachers with strong commitment were more willing to make sacrifices for their school and demonstrated a stronger sense of responsibility to drive this improvement. The study also found that school climate positively influences teachers' performance, as it was found to influence their behavior in carrying out their duties. Thus, when school

principals create a positive school climate behavior-based performance is achieved among the teachers.

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

In Oyo state, Nigeria, Oredein and Obadimeji (2022) carried out a study to establish how public primary school teachers' job performance was influenced by decision-making styles, digital leadership, and communication. This study was informed by Vroom's Expectancy Theory. The researchers applied a mixed methods research design, utilizing a multi-stage sampling procedure combined with a simple random sampling technique to select 643 participants from the three senatorial districts. Quantitative data were gathered from teachers through the use of the Structured Teachers Questionnaire (TQ), with the instrument's reliability evaluated via Cronbach's Alpha. Qualitative data were collected from primary school administrators using structured interviews. The data analysis procedures involved frequency counts, percentages, bar graphs, standardized coefficients and linear multiple regression (ANOVA).

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

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

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

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

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

Although this study was carried out in Ghana, it aligned with the current study as it examined teachers' involvement in decision-making, which serves as an independent variable in the present study. In contrast with the current study, which employed a mixed-methods research approach to collect both quantitative and qualitative data for more credible and robust research findings, this study exclusively employed a quantitative design, focusing solely on quantitative data. Moreover, this study's findings were limited in depth as they did not elucidate how teachers' involvement in the decision-making process contributed to the efficiency with which they performed their jobs. This gap underscored the need for the current study, which specifically investigated the influence of principals' instructional supervision practices on teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya.

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

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

Similar to the present study, this study used a mixed-methods research approach and was conducted within public secondary schools in a Kenyan context. However, its focus was on examining the impact of teachers in decision-making processes on the overall performance of the schools rather than specifically addressing teachers' job performance. This justified the present study, which investigated the influence of principals' instructional supervisory practices on teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya. By shifting focus to teacher performance, the current study provided valuable insights into how instructional supervisory practices influence teachers' effectiveness.

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

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

Although this study was conducted within the context of Kenyan public secondary schools, similar to the current research, it specifically investigated the influence of principals' decision-making on teachers' job satisfaction in Kakamega County. The study was guided by Path Goal Theory, while the present study was informed by the Instructional Leadership Theory. Additionally, the study did not examine how

principals' involvement of teachers in decision-making processes affected their job performance, thereby leaving a gap in this specific area. This justified the need for the current study, which investigated the influence of principals' instructional supervisory practices on teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri, Kenya.

2.2 Principal's Data-Informed Decision-Making on Teacher's Job Performance

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

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

The research identified five key leadership behaviors that enhanced the effectiveness of data teams: articulating vision, norms, and goals; providing personal and emotional support; offering intellectual stimulation; fostering a climate conducive to data use; and promoting networking. The findings of the study revealed that these components were crucial for maintaining successful data use practices. This, in turn, fosters a collaborative effort essential for crafting better-informed educational policies and achieving higher educational outcomes. Thus, school principals can adopt these components in making data-informed decisions in schools, which teachers and administrators can rely on to improve educational outcomes.

This study is similar to the current study in that it investigated data-informed decision-making, which is an independent variable in the current study. However, while this study was conducted in Dutch and adopted a qualitative research approach, the present study adopted a mixed methods research approach in order to incorporate both quantitative and qualitative data for more robust research findings. This study investigated the importance of data-informed decision-making in driving school improvement, while the current study investigated the influence of principals'

instructional supervisory practices on teachers' job performance in Mukurweini Sub-County, Kenya.

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

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

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

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

The study determined that basic education teachers effectively used assessment data to design lessons, monitor student progress, identify key curriculum areas for instruction, and evaluate their teaching effectiveness. It is recommended that teacher training institutions emphasize the importance of assessment in their curricula to enhance future teachers' understanding and application of assessment data, thereby promoting effective assessment practices in Ghana's basic schools.

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

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

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

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

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

In private and public secondary schools in Kisii Central Sub-County, Kenya, Ndiku *et al.* (2014) conducted a study on types of student data needed for school planning using a descriptive survey design. Stratified random sampling, simple random sampling and purposive sampling methods were used to select 250 respondents: 37 principals, 37 guidance and counseling teachers, 136 class teachers, 37 clerks and 3 education officers. Questionnaires and interviews were used as data collection tools. The researchers used test-retest and expert judgement to ensure reliability and validity, respectively.

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

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

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

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

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

on data-informed decision-making in educational transformation, the current study investigated how principals' instructional supervisory practices influence teachers' job performance in Mukurweini Sub-County, Nyeri, Kenya.

In Nairobi County, Kenya Ndirangu (2017) conducted a case study on the Pervasiveness of data-driven decision making in Kenyan Public Secondary schools. The study considered the views and perceptions of data-driven decision-making in Kenyan secondary schools. Data was collected by means of structured questionnaires among senior management of public secondary schools in Nairobi. The researcher utilized SPSS version 21.0, employing both descriptive and inferential statistics to interpret the findings and draw conclusions.

The study found that only a few public secondary schools in Kenya had adopted a computer-based, data-driven decision-making, with low overall use and reliance on data for decision-making, an indication that most public secondary schools in Nairobi County were yet to embrace data-informed decision-making.

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

3. Research Methodology

The study employed a convergent parallel mixed-method design, allowing for simultaneous collection and analysis of both quantitative and qualitative data. The target population comprised 705 participants from 32 public secondary schools in Mukurweini Sub-County, including 672 teachers, 32 principals, and 1 Quality Assurance and Standards Officer (QASO). A sample of 184 participants was drawn using probability and non-probability sampling techniques, stratified, simple random, proportionate, and purposive sampling. Data collection tools included structured questionnaires for teachers and semi-structured interview guides for principals and the QASO. A pilot study was conducted in one school in Mukurweini Sub-County, involving one principal and two teachers to test the clarity and reliability of the instruments. Validation was done by research experts from Tangaza University specializing in educational leadership and research methodology. Quantitative data were analyzed using descriptive statistics and Spearman's rank-order correlation via SPSS version 25, and presented using bar graphs and frequency tables. Qualitative data were analyzed thematically and presented through narrative summaries and direct quotations from participants.

4. Research Findings

The researcher administered 184 questionnaires to teachers, of which 169 were returned. After excluding 39 incomplete responses, 130 valid questionnaires were analyzed, yielding a 71% response rate. Additionally, all 10 sampled principals and the 1 Quality Assurance and Standards Officer (QASO) participated in interviews, achieving a 100% response rate for qualitative data. According to Mugenda and Mugenda (2013), a response rate above 70% is considered excellent for social science research. The high participation was attributed to the researcher's diligence in explaining procedures and scheduling interviews at convenient times. These response rates were deemed sufficient to support reliable data analysis and enhance the credibility of the findings.

4.1 Principals' Collaborative Decision-Making and Teachers' Job Performance

This section examined the influence of principals' collaborative decision-making on teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri County. Table 1 presents structured rating items from teachers, who indicated their level of agreement or disagreement with statements related to collaborative decision-making practices. The analysis is further enriched by open-ended responses from teachers and interview insights from school principals and the Quality Assurance and Standards Officer (QASO), providing complementary qualitative data beyond the table.

Table 1: Principals' Collaborative Decision-Making and Teachers' Job Performance

Statement	SD		D		NS		A		SA	
	f	%	f	%	f	%	f	%	f	%
Teachers n = 130										
My principal encourages teachers to contribute their ideas during the staff meetings	4	3	8	6	4	3	69	53	45	35
My principal adopts teachers' ideas when making decisions	13	10	11	8	17	13	66	51	23	18
My principal encourages teachers to take an active role in shaping decisions	7	5	11	8	10	8	69	53	33	25
My principal values teachers' opinions concerning decisions that impact teaching and learning	10	8	26	20	5	4	65	50	24	18
My principal encourages collaboration among teachers	3	2	8	6	8	6	63	48	48	37
My principal shares the school vision and engages teachers in shaping it	4	3	15	12	15	12	60	46	36	28
My principal ensures that all teachers align with a unified vision of the school's instructional goals	4	3	13	10	13	10	69	53	31	24

The descriptive summary presented in Table 1 reveals that a majority of teachers (53%) agreed that their principals encouraged them to contribute ideas during staff meetings,

while 35% strongly agreed with the statement. Conversely, only a small proportion of respondents (3%) disagreed, suggesting that most principals promoted a participatory and inclusive decision-making process, which is a key aspect of effective instructional supervision. As stated, one principal, encouraging teachers to share ideas during staff meetings, was a way of fostering collaborative problem-solving, enhancing professional dialogue, and strengthening teachers' sense of ownership in instructional improvement efforts.

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

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

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

There were 53% of teachers who agreed with the statement that principals in their schools encourage teachers to take active roles in shaping decisions. A smaller proportion, 25% teachers, strongly agreed with this statement, while 5% strongly disagreed. This indicates that principals in public secondary schools in Mukurweini Sub-

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

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

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

There was agreement from half of the teachers (50%) that principals value teachers' opinions concerning decisions that impact teaching and learning. There was also a proportion of 20% teachers who disagreed with this statement. One principal stated,

"I make it a priority to seek teachers' inputs in decisions that affect the teaching and learning process, as this, as I have established over time, correlates positively with the overall academic performance of the school. My teachers and I are co-supervisors."

Supporting this perspective, the QASO noted,

"Principals who value teachers' opinions in instructional decisions foster collaboration and accountability. This participatory approach enhances teacher engagement, professional growth, and ultimately, job performance."

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

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

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

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

On the same note, another principal highlighted the importance of keeping the school team cohesive. The principal stated, *"When teachers work together, they are more likely to align their teaching strategies with curriculum standards, co-develop learning materials, and provide mutual support in addressing diverse learner needs."* These findings underscore the important role of principals in cultivating a collaborative school climate, which is critical in boosting teacher morale and professional competence. In addition, the QASO highlighted that collaboration among teachers and other stakeholders was a key factor in boosting teacher job performance. The QASO explained,

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

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

When asked whether their principal shares the school vision and engages teachers in shaping it, a majority of teachers 46% agreed to this statement, while the percentage of teachers who strongly agreed was 28%. A minority, 3% strongly disagreed, while another 7% disagreed with the statement. This level of agreement suggests that most principals in Mukurweini Sub-County public secondary schools practice participatory or transformational leadership approaches that emphasize inclusivity, shared purpose, and collective goal setting. The engagement of teachers in vision formation indicated that principals were not only articulating the school's direction but also encouraging teachers to contribute to its realisation, an essential element of effective instructional supervision and school improvement. Engaging teachers in shaping the school vision aligns teacher efforts with institutional goals, fosters professional unity, and enhances teachers' job performance by linking individual roles to the broader mission of the school. In line with these findings, Mydin *et al.* (2024) revealed that when principals involve teachers in defining the school vision, it strengthens teacher commitment and enhances a sense of ownership, ultimately improving instructional performance and consequently learner academic outcomes.

Responding to whether they shared the school vision with their teachers, one principal said, and:

"I always involve teachers in shaping our school vision because it gives them ownership. When they own the vision, they work with more purpose and consistency."

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

Data from the table indicates that more than half the teachers (53%) agreed to the statement that their principals ensure that all teachers align to a unified vision of the school's instructional goals, with another 34% strongly agreeing to the statement. A small proportion of 10% teachers disagreed with this statement. There were still another group of teachers (3%) who strongly disagreed that their principals ensured they aligned to a unified vision of the school's instructional goals. The data indicate that a significant

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

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

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

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

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

In addition to the information provided by respondents through the Likert-scale ratings on collaborative decision-making and teachers' job performance, an open-ended question required teachers to indicate or explain how collaborative decision-making contributed to their job performance. The teachers' responses to how collaborative decision-making contributed to their job performance strongly suggest that principals' supervisory practices that promote collaborative decision-making and shared vision significantly enhance teachers' job performance. A dominant emerging theme from the data is a sense of belonging and ownership. Teachers consistently indicated that being involved in making decisions made them feel valued, motivated, and responsible for the outcomes of their work.

Statements such as *"I feel more involved and hence willing to go out of my way to ensure the set goals are achieved"* and *"When I am involved in decision-making, I own the decisions and*

implement them better since they are my own ideas" illustrate how participatory supervision fosters intrinsic motivation and accountability.

Another emerging theme is improved teamwork and unity of purpose. Teachers observed that collaboration enhanced collegial relationships, communication, and shared problem-solving, leading to more effective teaching practices. Phrases like *"It enhances teamwork among members"*, *"We agree on a common goal"*, and *"It cultivates unity of purpose"* emphasize that collective decision-making contributes to stronger professional cohesion and goal alignment.

Teachers also linked collaborative decision-making to enhanced instructional effectiveness and professional growth. Many reported that involvement in decision-making broadened their perspectives, encouraged innovation, and created opportunities for exchanging pedagogical techniques. Moreover, the responses highlight the motivational and psychological benefits of inclusive leadership. Teachers expressed that consultation, recognition of opinions, and feedback from principals boost morale, self-esteem, and commitment to school goals.

However, a few teachers indicated limited participation in decision-making, suggesting that not all schools had fully institutionalized collaborative supervisory practices. Such gaps may result in reduced motivation or unclear instructional direction when teachers feel excluded from critical decisions. Overall, the data indicate that principals who adopt participatory supervisory practices, particularly those emphasizing shared decision-making communication, vision alignment, positively influence teachers' motivation, professional growth, teamwork, and instructional performance.

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

4.2 Principal's Data-Informed Decision-Making on Teacher's Job Performance

The second objective explored how principals' data-informed decision-making influenced teachers' job performance in public secondary schools within Mukurweini Sub-County. Table 2 presents teacher ratings on data-driven supervisory practices, complemented by qualitative insights from principals and the Quality Assurance and Standards Officer (QASO) to deepen understanding of how evidence-based decisions support teacher performance.

Table 2: Role of Data-Informed Decision-Making on Teachers' Job Performance

Statement	SD		D		NS		A		SA	
	f	%	f	%	f	%	f	%	f	%
Teachers n = 130										
My principal uses teacher-evaluated data to provide targeted feedback to teachers	5	4	25	19	24	18	64	49	12	9
My principal uses teacher evaluation data to identify teacher professional development needs	5	4	30	23	24	18	52	40	19	15
My principal provides me with data-driven guidance	5	4	28	22	21	16	61	47	15	12
My principal uses student assessment data to collaborate with teachers	3	2	12	9	12	9	78	60	25	19
My principal uses assessment data to inform teaching strategies	3	2	14	11	19	15	65	50	29	22

Table 2 shows that the majority of teachers (49%) agreed that their principal uses teacher-evaluated data to provide targeted feedback to teachers. Another 9% strongly agreed with the statement. The proportion of teachers who disagreed with the statement was 19% with another 4% strongly disagreeing. Those who were not sure were 18%. The findings point to a moderately positive perception of principals' data-informed supervisory practices. These findings underscore the need for strengthening principals' competence in data-driven supervision. In order to gain more insights on the use of teacher evaluation data to provide targeted feedback to teachers, the researcher conducted interviews with principals and the quality assurance and standards officer (QASO). One principal opined:

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

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

findings indicate that both the QASO and the principals recognize the strategic role of teacher evaluation data in enhancing feedback quality.

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

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

"I use teacher evaluation data to determine which of my teachers need support. This data helps me plan meaningful professional development programs that directly improve classroom instruction and enhance teachers' job performance."

Another principal had this to say:

"In my experience, using teacher evaluation data to inform professional development is crucial, though not always easy. At times, the process is hindered by limited time or insufficient follow-up mechanisms. I have learned that for instructional supervision to be effective, evaluation data must be translated into clear action plans. When I succeed in ensuring that evaluation findings lead to concrete professional growth activities, teachers become more motivated and perform their duties more effectively." (Principal D, 14/07/2025)

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

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

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

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

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

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

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

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

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

Responding to whether their principals use student assessment data to collaborate with teachers, the majority of teachers (60%) agreed, and another 19% strongly agreed with the statement, making a total of 79%. Those who disagreed were a minority, 9%. The findings indicate that an overwhelming majority of teachers (79%) perceived their principals as using student assessment data to collaborate with teachers, suggesting that most public secondary schools in Mukurweini Sub-County were engaging teachers in data-informed instructional discussions. This reflected a strong culture of collaborative data use within instructional supervision, where principals and teachers jointly analyse learner performance to identify instructional gaps and design strategies for improvement. The small portion of teachers who disagreed (9%) implied that while data-driven collaboration was common, it was not yet universal. This inconsistency may stem from differences in principals' leadership styles, data literacy levels, or availability of reliable assessment records. When principals involve teachers in interpreting assessment data, they empower them to make informed instructional adjustments, which enhance teacher ownership, professional growth and motivation. These findings were affirmed by one principal who said:

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

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

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

These findings indicate that the use of student assessment data by principals to facilitate collaborative discussions enhances teacher decision-making, instructional practices, and student learning outcomes while fostering professional cohesion and accountability among teachers. These findings align with O'Connor and Park (2023), who indicated that structured, data-driven collaboration within professional communities strengthens teacher reflection, instructional responsiveness, and ultimately student achievement, underscoring the need for leadership support and targeted professional development.

Most of the teachers (77%) were in agreement that their principals used assessment data to inform teaching strategies. Out of these, 50% teachers agreed with the statement, while 22% strongly agreed, 15% were not sure, and another minority, 2% strongly disagreed. The findings suggest that a substantial number of teachers (77%) perceived their principals as using assessment data to guide teaching strategies, suggesting that data-informed instructional supervision was widely practised in public secondary schools in Mukurweini Sub-County, Nyeri. The small proportion of teachers who were unsure (15%) or strongly disagreed points to minor inconsistencies in the application or communication of data-driven guidance. Overall, these responses reflect a strong belief that when principals use teacher evaluation data constructively and collaboratively, it becomes a powerful tool for instructional supervision and improvement of teacher effectiveness. However, the effectiveness of this process depends on the principal's data literacy, consistency in feedback, and commitment to professional support rather than punitive use of data.

When commenting on the use of assessment data to inform teaching strategies, a principal stated:

"I analyse student assessment results to identify areas where learners are struggling and then discuss these trends with teachers. Together, we adjust lesson plans and teaching methods to address the gaps, ensuring that instruction is responsive to students' needs. This brings job satisfaction to the teachers, promotes motivation and consequently the teachers' instructional effectiveness and student academic outcomes." (Principal F, 21/07/2025)

The findings of the principals contrasted with what the QASO had to say:

"I often find that principals collect assessment data but do not always translate it into actionable guidance for teachers. In some cases, data are underutilised due to limited analysis or heavy administrative workloads, which means teachers miss out on targeted support that could improve instructional quality and student outcomes". (QASO, 06/10/2025)

Aligning with He *et al.* (2024), these findings suggest that while principals increasingly recognize the importance of data-informed instructional supervision, its full potential in enhancing teacher job performance depends on consistent data utilization, analytical competence, and a supportive, non-punitive feedback culture within the school.

4.3 Pearson Correlation Analysis of Principal's Collaborative Decision-making and Data-Informed Decision-Making and Teacher's Job Performance: Correlation

In addition to analyzing data related to the specific objectives using descriptive statistics, inferential statistical analysis (Pearson Correlation Coefficient) was employed to investigate the significance of the relationships between two independent variables, principals' collaborative decision-making and principals' data-informed decision-making and the dependent variable, teachers' job performance. This analysis helped determine whether the sample findings could be generalized to the broader population for decision-making and policy formulation. The results of the Pearson correlation analysis are presented in Table 3, followed by an interpretation.

Table 3: Pearson Correlation Analysis and Null Hypotheses (H_0)

Independent variable	Dependent variable	Pearson (r)	p-value	Null Hypothesis	Interpretation
Collaborative Decision-Making	Teacher's Job Performance	0.179*	0.042	There is no statistically significant positive relationship between the principal's collaborative decision-making and teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri Kenya.	Null hypothesis (H_0) rejected ($p < 0.05$)
Data-Informed Decision-Making	Teacher's Job Performance	0.202*	0.022	There is no statistically significant positive relationship between the role of data-informed decision-making and teachers' job performance.	Null hypothesis (H_0) rejected ($p < 0.05$)

The analysis of the relationship between collaborative decision-making and teachers' job performance yielded a Pearson correlation coefficient of $r = 0.179$, with a p -value = 0.042. This indicates a statistically significant positive relationship, suggesting that when principals foster collaborative decision-making, teachers' job performance improves. Since the p -value is below the critical threshold of $\alpha = 0.05$, the finding is statistically significant and can be generalized to the population. The null hypothesis (H_0) that there is no statistically significant positive relationship between principal's collaborative decision-making and teacher's job performance in Mukurweini-Sub-County, Nyeri Kenya was therefore rejected.

Similarly, the relationship between data-informed decision-making and teachers' job performance returned a Pearson correlation coefficient of $r = 0.201$, with a p -value = 0.022. This also indicates a statistically significant positive relationship, meaning that principals' use of data to guide decisions positively influences teacher job performance. The result supports generalization to the broader population for policy and practice. Consequently, the null hypothesis (H_0) that there is no statistically significant positive

relationship between principal's data-informed decision-making and teacher's job performance was therefore rejected.

5. Conclusion and Recommendations

5.1 Conclusion

This study concludes that principals' collaborative decision-making and data-informed instructional leadership significantly enhance teachers' job performance in public secondary schools in Mukurweini Sub-County, Nyeri. Collaborative decision-making fosters professional ownership, motivation, and alignment to shared instructional goals, while data-informed leadership empowers teachers to refine teaching strategies based on student assessment and evaluation data. These supervisory practices contribute meaningfully to improved instructional quality and teacher effectiveness.

5.2 Recommendations

To strengthen the impact of collaborative and data-informed decision-making, school leaders should create participatory structures that allow teachers to contribute meaningfully to instructional and curricular decisions. Principals should also conduct regular, constructive classroom observations followed by individualized feedback focused on improving instructional strategies, classroom management, and student engagement.

At the policy level, the Ministry of Education and the Nyeri County Directorate should mandate inclusive decision-making processes that incorporate teachers' professional insights into instructional planning and evaluation. The Teachers Service Commission (TSC) should embed collaborative leadership and data-use competencies into principal training and promotion criteria, while Quality Assurance and Standards Officers (QASO) should uphold consistency and professional standards in supervisory practices.

Further research is recommended to explore the motivational pathways through which collaborative and data-informed supervision influences teacher performance. Longitudinal studies could also track how sustained engagement in these practices leads to long-term improvements in teacher effectiveness and learner outcomes across diverse school contexts.

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Conflict of Interest Statement

As authors of this journal article entitled '*Influence of Principal's Instructional Supervisory Practices on Teachers' Job Performance in Public Secondary Schools in Mukurweini Sub-county, Nyeri, Kenya*', we declare that we have no conflicts of interest. We have all reviewed and agreed with the contents of the manuscript, and there are no financial interests to disclose. We certify that this submission is original work and is not under consideration by any other publication.

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