Influence of Principals' Management of Mentorship and Coaching Programmes of Teacher Performance in Public Secondary Schools in Kiambu County, Kenya

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Abstract: Mentorship and coaching programmes organized by principals play a key role in teacher performance. However, in Kiambu County, teacher performance in public secondary schools is low since many teachers do not complete syllabus in time which has occasioned low performance among students. Thus, the purpose of this study was to assess the influence of principals' management of mentorship and coaching programmes on teacher performance in public secondary schools in Kiambu County, Kenya. The study applied a mixed-methodology and adopted a concurrent triangulation design. Target population comprised 227 principals, 3479 teachers and 24 Sub- County Directors of Education summing up to 3730 respondents from which a sample size of 348 respondents was determined using Yamane's Formula. This consisted of 36 principals, 288 teachers and 24 Sub- County Directors of Education. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis with the help of Statistical Package for Social Sciences SPSS Version 25 and presented in tables. Qualitative data were analysed thematically and presented in narration. The study revealed that teacher performance has been low with many of them unable to cover syllabus in time which has translated to low academic performance in KCSE among their students. The Teacher Service Commission has introduced mentorship and coaching programmes for teachers. However, principals rarely set clear objectives to be achieved during mentorship nor do they frequently monitor the progress of mentorship programmes. Hence, principals should foster best practices when organizing mentorship and coaching programmes for teachers.

1. Introduction

Mentorship and coaching are crucial undertakings by school heads to enhance teacher performance, professional development as well as student outcomes. According to Smith and Brown (2021), these programmes entail provision of guidance and support to a less experienced teacher, focusing on personal and professional growth. In other words, they are structured activities where a trained individual works with a teacher to achieve specific instructional goals, emphasizing measurable improvements in teaching practices. Success of these initiatives depends on the principal's ability to manage and create a supportive culture, allocate

resources, and establish clear guidelines. Johnson (2020) posits that principals' management of mentorship and coaching programmes are a set of activities they undertake to ensure success of such initiatives. Such activities include, but are not limited to setting clear objectives, selecting mentors, allocating resources, fostering a supportive culture, monitoring progress, providing training and integration of mentorship into school improvement plans.

In the words of Williams and Carter (2019), principals must provide structured training for mentors and coaches to ensure consistency and effectiveness. Besides, effective leadership involves monitoring progress, offering constructive feedback, and fostering collaboration between experienced and novice teachers. These assertions underscore the fact that principals' management of mentorship and coaching is essential for professional growth and educational success, requiring strategic planning, resource allocation, and a culture of continuous learning. These initiatives are often geared towards improving teacher performance. According to Tanguy (2019), teacher performance also involves continuous self-evaluation and professional development to adapt to changing educational needs. Beyond academics, teacher performance shapes a positive school culture by fostering ethical behavior, collaboration and respect, ultimately influencing the holistic growth of young minds. On many occasions, this entails the rate at which teachers cover syllabus in time, quality of instruction and academic performance of their students. However, teacher performance has been low with many teachers unable to cover syllabus in time and their students registering low grades in examinations.

In the Netherlands, a report authored by Hooge and De Vries (2021) indicates that only 30.8% of teachers are able to cover their syllabus in time and with only 59.4% of their students performing well in national assessments. In the same token, in Austria, Müller and König (2022) assert that 25% of teachers experience burnout, which negatively impacts their performance.

This was supported by a report from the Austrian Education Ministry (2021) which indicated that only 44.9% of teachers complete their syllabus and work volumes in time and their students tend to register low academic grades. This has called into question how mentorship and coaching programmes are being managed as a mitigant to low teacher performance. In Germany, however, Schleicher (2012) asserts that principals' leadership in mentoring and coaching plays a crucial role in fostering a culture of continuous professional development among teachers. According to Schleicher (2012), a well-structured mentorship programme, guided by supportive and involved principals, leads to higher levels of job satisfaction and instructional effectiveness among teachers. Principals in Germany often engage in collaborative practices with teachers, providing consistent feedback and creating opportunities for professional learning, which has been linked to improved classroom performance.

In Ghana, where the educational system is undergoing reforms aimed at improving teacher quality, the management of mentorship and coaching programmes by principals has been identified as a critical factor in teacher performance. Principals who provide strong leadership, allocate time for peer collaboration, and support mentorship activities have been found to enhance teachers' teaching practices and motivation (Ghana Education Service, 2019). However, challenges such as limited resources and inadequate training for principals can hinder the success of these programmes (Oduro & Day, 2013). In South Africa, mentorship and coaching have gained attention as tools for improving teaching quality in a context marked by high levels of inequality. Research indicates that principals who actively manage coaching initiatives and offer tailored support to teachers significantly contribute to improved pedagogical practices, especially in under-resourced schools (Mokhele & Botha, 2012). Principals who encourage reflective teaching and provide constructive feedback on lesson delivery are seen as pivotal in enhancing teacher competence.

Uganda's educational landscape highlights the critical role of mentorship and coaching in improving teacher performance, especially in rural schools where resources are limited. Studies suggest that principals who facilitate continuous professional development through effective coaching programmes improve teacher retention and engagement (Kagoda, 2014). Effective leadership in mentoring also leads to stronger teacher collaboration, which positively impacts student learning outcomes. In Kenya, a study by the Kenya National Union of Teachers (KNUT) reveals that principals who actively engage in managing mentorship programmes create an environment conducive to professional growth.

Teachers involved in coaching initiatives show improvements in teaching methodologies and classroom management. Moreover, principals who maintain open lines of communication with teachers and provide ongoing professional development opportunities positively affect teacher performance (Oduol, 2016). However, teacher performance has been a challenge with many teachers unable to cover syllabus in time, show limited mastery of content and their students register low grades in national examinations. In support of these assertions, teacher performance in many public secondary schools in Kiambu County has been low. Research undertaken in Kiambu County by Macharia (2018) revealed that, in public secondary schools, 57.2% of teachers do not complete syllabus in time and have 63.4% of their students register low grades in national examinations. This is even though principals who are proactive in their management of mentorship and coaching programmes have a measurable impact on teacher performance. Thus, this study sought to examine

the influence of principals' management of mentorship and coaching programmes on teacher performance in public secondary schools.

1.2 Research Objectives

1. To assess the status of teacher performance in public secondary schools in Kiambu County.
2. To examine the influence of principals' management of mentorship and coaching programmes on teacher performance in public secondary schools in Kiambu County.

2. Literature Review

Mentorship and coaching functions of heads of schools are also credited with helping teachers advance in their careers. As stated by Linder and Eyal (2017), heads of schools are expected to play a role in planning professional development of the teachers (staff) through planning and managing the learning and development process. The plan should be based on the teacher's preferences and professional requirements at each stage of their professional careers. Based on these ideas, school leaders are given the responsibility of accomplishing, supporting, and encouraging teachers' professional growth at their workstations. By supporting experiments, results, and the allocation of resources to promote teachers' learning, as well as by boosting the implementations of new learning, Awodiji and Charity (2020) posit that heads of schools are expected by policy to create a learning environment at their institutions. Professional development truly involves incorporating a variety of tasks that must be completed to meet predetermined goals and outcomes. However, poor coaching techniques might be to blame for instructors' lack of professionalism, which emphasizes the significance of more effective coaching.

In other words, Vanblaere and Devos (2017) posit that competent coaching from school administrators is necessary for effective and efficient teaching. In a study carried out in the United States of America, Heaton (2016) found that school administrators help instructors develop the skills necessary for more effective instruction of children. According to Heaton (2016), coaching in education has seen a period of sustained growth over the last decade. In the same token, van Nieuwerburgh (2012) carried out a study in Australia and New Zealand which revealed that schools, colleges and universities have been introducing coaching interventions to get better results for learners. Several studies highlight the positive impact of principals' mentorship and coaching programmes on teacher performance. For instance, a study conducted by Hattie (2019) found that leadership programmes that include setting clear goals, providing regular feedback, and promoting a culture of collaboration significantly enhance teacher performance. Moreover, Robinson,

Lloyd and Rowe (2020) argue that leadership that focuses on instructional programmes has a more significant impact on student achievement than other forms of leadership. Effective coaching strategies include goal setting, reflective programme, and collaborative problem-solving.

A study carried out by Kraft, Blazar and Hogan (2018) indicates that coaching programs that incorporate these elements lead to significant improvements in teaching programmes and student outcomes. Additionally, the use of data-driven decision-making and continuous feedback loops are crucial components of effective coaching in the context of teacher performance. Case studies from various educational contexts provide practical insights into successful teacher performance through principals' coaching programmes. For example, a case study from Kenya, discussed by Orodho, Waweru, Ndichu and Thinguri (2013), demonstrates how principals' involvement in professional learning communities (PLCs) and their active coaching programmes led to improved teacher competencies and their performance.

In Kiambu County, a study by Mwangi (2019) highlights the importance of building a supportive school culture that embraces change and innovation. According to Mwangi (2019), effective coaching programmes, characterized by collaborative, reflective, and data-driven approaches, are essential for bridging the gap between the intended and implemented curriculum. In the same token, a study carried out by Kimani (2021) highlighted the positive relationship between effective mentorship programmes and improved teacher motivation and job satisfaction in Kiambu County. Kimani (2021) further found that principals who actively support mentorship initiatives tend to see enhanced teaching quality and increased teacher retention. However, much still needs to be done since Mwangi (2019), Kimani (2021) as did other reviewed studies have not interrogated how specific mentorship and coaching activities undertaken by principal's influence teacher performance in public secondary schools.

2.1 Theoretical Framework

The study was guided by the mentorship theory whose proponent was Kram (1985). This theory centers on the relationship between a mentor and a mentee, aiming to facilitate personal and professional growth. The theory emphasizes two key principles: career support, which focuses on providing career development advice, and psychosocial support, which promotes personal growth, self-confidence, and emotional well-being. Mentorship is particularly valuable in educational settings where experienced educators guide less-experienced teachers, fostering a collaborative environment conducive to professional development. When examining principals' management of mentorship and coaching programs, the leadership style and strategic organization of such

initiates play a crucial role in enhancing teacher performance.

Principals act as facilitators, ensuring that the mentorship programs are structured to meet both the professional needs of the teachers and the broader school goals. Effective management involves careful pairing of mentors and mentees, providing resources, and fostering a culture of continuous feedback and reflection. Through well-organized mentorship programs, principals help teachers enhance their teaching skills, improve classroom management, and increase student outcomes. Coaching also enables teachers to reflect on their practice, adapt new methods, and engage in lifelong learning. Thus, mentorship, when effectively managed, can significantly elevate teacher performance, contribute to teacher retention, and create a positive school culture that benefits both educators and students.

This study was also guided by the teacher performance theory whose proponent was Medley (1982). This theory is premised on the idea that teaching is both an art and a science, requiring a blend of content knowledge, pedagogical skills as well as interpersonal abilities. One of the core principles is the emphasis on reflective practice. Teachers are encouraged to continually assess their methods and effectiveness, seeking improvement through self-evaluation and feedback from peers and supervisors. This theory encompasses a variety of principles and applications that are critical in understanding the dynamics of educational environments. This theory posits that teacher effectiveness is not solely determined by their knowledge or skills but is significantly influenced by their ability to engage students, foster motivation, and create a conducive learning atmosphere.

The belief that teachers play a pivotal role in shaping student outcomes through their performance reflects their pedagogical strategies, emotional engagement and interpersonal relationships with students. One of the foundational principles of teacher performance theory is the importance of teacher enthusiasm and self-efficacy. Another key principle is the holistic evaluation of teacher performance. This involves assessing not just student outcomes, but also the teacher's ability to create a conducive learning environment, engage students, and adapt to diverse learning needs. This theory also underscores the importance of professional development. This principle is closely tied to the belief that teaching is a dynamic profession requiring continual adaptation and growth. In practice, this theory is often used to guide the development of teacher evaluation systems. Thus, this theory is relevant in that it underscores the vitality of its principles of reflective practice, holistic evaluation, and continuous professional development are integral to improving teaching effectiveness.

3. Methodology

In this study, mixed-methodology and thus, adopted a concurrent triangulation design. Target population comprised 227 principals, 3479 teachers and 24 Sub-County Directors of Education (MoE & TSC) summing up to 3730 respondents from which a sample size of 348 respondents was determined using Yamane's Formula. To ensure homogeneity during sampling, stratified sampling method was employed to obtain 12 strata based on the number of sub-counties in Kiambu County. Purposive sampling was used to select three principals from each sub-county. All the Sub-County Directors of Education were considered for the study. However, simple random sampling was used to select 8 teachers from each sampled school. This brought the final sample to 36 principals, 288 teachers and 24 Sub- County Directors of Education. Questionnaires were used to collect data from teachers while qualitative data were collected from principals and Sub- County Directors of Education through interviews. Data analysis began by identifying common themes. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages. Inferential analysis was also undertaken using Pearson's Product Moment Correlation Analysis with the help of Statistical Package for Social Sciences SPSS Version 25 and presented in tables. Qualitative data were analysed thematically in line with the key study objective and presented in narration.

4. Results and Discussion

This section details the study's findings in relation to its objectives. It also describes the methods used to present the study's results and discussions.

4.1 Response Rates

In this study, 288 questionnaires were administered to teachers out of which 244 were filled and returned. At the same time, the researcher interviewed 30 principals and 20 Sub- County Directors of Education (MoE & TSC). The response rates are summarized in Table 1;

Table 1: Response Rate

Respondents	Sampled Respondents	Those who Participated	Response Rate (%)
Principals	36	30	83.3
Teachers	288	244	84.7
Sub-county Directors of Education	24	21	87.5
Total	**348**	**295**	**84.8**

Source: Field Data (2025)

Table 1 indicates that principals achieved a response rate of 83.3%, teachers registered 84.7% whereas the Sub-County Directors of Education (MoE & TSC) also registered a response rate of 87.5%. This realized an overall response rate of 84.8%, aligning with Creswell's (2018) assertion that a response rate exceeding 75.0% is considered satisfactory. This data is significant as it enables the researcher to generalize the findings to the broader target population.

4.2 Teacher Productivity in Public Secondary Schools

The study sought to assess teacher productivity in public secondary schools in Kiambu County. This was measured by assessing how often teachers cover syllabus in time and students' KCSE performance (mean points) between 2020 and 2024. Descriptive data were collected from the sampled teachers and results are shown in Table 2.

Table 2: Frequency of Syllabus Coverage by Teachers in Public Secondary Schools

Frequency of Timely Syllabus Coverage by Teachers	Number of Teachers	
	f	%
Often	81	33.2
Rarely	135	55.3
Never	28	11.5
Total	**244**	**100**

Source: Field Data (2025)

Table 2 shows that slightly more than half of the teachers (55.3%) rarely cover syllabus in time, 33.2% rarely whereas 11.5%) never do. During the interviews, principals also stated that most teachers do not cover syllabus in time. Principal, P1, noted:

> *In my secondary school, many teachers rarely cover syllabus. This has often occasioned a rush and thus, denying students adequate time for revision.*

Similar views were expressed by the Sub- County Directors of Education also noted that cases of teachers' inability to cover syllabus in time have been on the rise. These findings corroborate the assertions of Fullan and Langworthy (2014) that recognition that successful strategies for timely syllabus coverage for enhancing teacher quality are not limited to specific regions but can be identified and adapted globally. These findings are also consistent with the assertions of Babalola (2018) that teacher productivity entails syllabus coverage. This implies that productivity can either be measured in money or physical terms, that is, as physical output per unit of labour time. Babalola (2018) further asserts that, when talking about higher productivity, it helps to evaluate the results that a school system is achieving for a given level of input. These findings further corroborate the assertions of Hofman and ve Hofman (2015) that, in the Netherlands, a performing or a competent teacher is regarded as one who is able to cover syllabus in time and teach a particular subject very well that is, one who perceives his or her teaching competence and believe that they can exert a positive effect on students' achievement. Having collected and analyzed data on syllabus coverage, the researcher sought to assess the status of performance in KCSE for the last five years (2020-2024) as an indicator of teacher productivity. Results are shown in Table 3:

Table 3: KCSE Performance in Public Secondary Schools in Kiambu County (Mean scores) between 2020 and 2024

KCSE Results in Mean Score (Points)	Years of Examination				
	2020 %	2021 %	2022 %	2023 %	2024 %
1-2.9 points (Poor)	40.2	43.5	44.2	47.3	48.9
3-4.9 points (Below Average)	36.9	35.1	34.9	33.5	32.5
5-6.9 points (Fair)	15.4	15.1	14.8	13.7	13.4
7-8.9 points (Good)	5.3	4.4	4.3	3.8	3.6
9-11.9 points (Excellent)	2.2	1.9	1.8	1.7	1.6

Source: Field Data (2025)

Table 3 shows that, for the last five years, performance of students in KCSE has been on a downward trend with a small proportion scoring excellent mean grades whereas a bigger percentage scores low grades. These findings are consistent with the assertions of Babalola (2018) that teacher productivity entails producing students with quality grades in internal and national examinations. In the same token, these findings are consistent with the views expressed in Nigeria by Onuma (2016) that low teacher productivity on students' educational outcomes, manifested in skills acquisition, repetition, and dropout rates. This is also in line with the findings of a report by Ndlovu (2019) which revealed that, the Senior School Certificate Examination (SSCE) in South Africa, in 2015, 64.9% of candidates experienced failure in the English Language examination, while only 9.71% managed to pass with grades ranging from A1 to C6. These findings corroborate the findings of a study carried out by Kimayu (2018) who also established that, in public secondary schools, 59.3% of their students register low grades in national examinations. This is also consistent with the

findings of a report by MoE (2023) that the performance of students in Kiambu County in KCSE has been on a downward trend. In summary, these findings point to the fact that instances of low productivity among teachers in public secondary schools has become a problem. Many teachers do not cover syllabus in time which has occasioned low academic performance in national examinations.

4.3 Influence of Principals' Management of Mentorship and Coaching programmes on Teacher Performance in Public Secondary Schools

The study sought to examine the influence of principals' management of mentorship and coaching programmes on teacher performance in public secondary schools as shown in Table 4;

Table 4: Teachers' Views on the Influence of Principals' Management of Mentorship and Coaching Programmes on Teacher Performance in Public Secondary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public secondary schools, principals rarely set clear objectives and goals to be achieved during mentorship workshops which has not improved teacher performance	55.4	14.4	5.8	16.5	7.9
While organizing mentorship activities, principals select experienced mentors who would help teachers improve their instruction and performance	59.7	7.2	3.6	26.6	2.9
In public secondary schools, principals rarely integrate mentorship activities in school improvement plans	53.2	8.6	4.3	21.6	12.3
Through mentorship, principals have often identified teaching gaps and organized refresher training to improve teacher performance	51.8	13.7	3.6	27.3	3.6
In public secondary schools, principals often monitor progress of mentorship programmes to identify which areas to improve	45.3	6.4	2.2	42.5	3.6

Source: Field Data (2025)

Table 4 shows that slightly more than half (55.4%) of the teachers strongly agreed with the view that, in public secondary schools, principals rarely set clear objectives and goals to be achieved during mentorship workshops which have not improved teacher performance while a paltry 7.9% strongly disagreed. This implies that mentorship programs in public secondary schools are designed to improve teacher performance; however, principals often fail to set clear objectives and goals for these workshops, which impedes their effectiveness. These findings corroborate the findings of research carried out by Parker (2020) which found that clear goal setting is critical to the success of professional development programs. According to Parker (2020), without defined objectives, mentorship workshops lack direction, leaving teachers unsure of what is expected from them and how they should apply new skills in the classroom. Research conducted by Thomas and Moore (2021) also revealed that principals in public secondary schools rarely create specific, measurable goals for mentorship workshops. This oversight limits the workshops' impact on teacher development, as teachers are not provided with tangible outcomes to strive for. this indicates that the failure of principals to set clear objectives for mentorship workshops contributes to stagnant teacher performance in public secondary schools.

The study revealed that 59.7% of the teachers strongly agreed with the view that, while organizing mentorship activities, principals select experienced mentors who would help teachers improve their instruction and performance while 2.9% strongly disagreed. This is consistent with the findings of research conducted by Korthagen (2017) who revealed that principals often prioritize experienced mentors for these activities, recognizing their ability to provide valuable guidance and insight. According to Korthagen (2017), experienced mentors possess the practical expertise and knowledge needed to model effective teaching strategies, which in turn supports novice teachers' professional growth. These mentors can offer not only instructional advice but also emotional support, creating a more comprehensive mentoring experience (Ingersoll & Strong, 2011).

Furthermore, experienced mentors tend to have established classroom management skills, making them well-suited to help new teachers navigate challenges in their own classrooms (Williams, 2019). This experience allows mentors to provide context-based advice and solutions to complex issues that may arise in the classroom. Research carried out by Darling-Hammond (2017) also noted that high-quality mentoring contributes to improved teacher retention and student outcomes, indicating the importance of selecting mentors with a wealth of practical experience. As a result, principals play a crucial role in ensuring that mentorship activities are designed to enhance instructional quality and foster long-term teaching success. The study revealed that 53.2% of the teachers strongly agreed with the view that,

in public secondary schools, principals rarely integrate mentorship activities in school improvement plans while 12.3% strongly disagreed. The majority (51.8%) of the teachers strongly agreed with the view that, through mentorship, principals have often identified teaching gaps and organized refresher training to improve teacher performance whereas 3.6% strongly disagreed. These findings support the assertions of McCall (2021) that integration of mentorship activities into school improvement plans in public secondary schools has been a topic of increasing interest. However, evidence suggests that principals rarely include such initiatives as part of these plans. Several studies have examined the role of mentorship in enhancing school leadership and student success, yet its application in school improvement strategies remains limited.

According to McCall (2021), mentorship can play a pivotal role in developing both staff and student potential, fostering a supportive environment that leads to improved academic outcomes. Despite these advantages, principals often focus on more immediate concerns, such as academic achievement and test scores, neglecting mentorship as a long-term developmental tool (Harrison & Moller, 2020). Additionally, principals may lack the time, resources, or training to effectively implement mentorship programs, leading to their exclusion from school improvement agendas (Davis, Thomas & Miller, 2019). Furthermore, while some principals recognize the importance of mentorship, they may struggle to align it with the broader goals of school improvement plans. To address this gap, it is critical to encourage policy changes that promote mentorship as a strategic element in fostering sustainable school improvement. This indicates that

In many public secondary schools, principals often overlook the importance of integrating mentorship activities into school improvement plans. Mentorship fosters professional growth, yet it is rarely prioritized, limiting teachers' development and student outcomes. Additionally, teaching gaps are seldom identified through consistent evaluations, leaving teachers unaware of areas requiring improvement. Without targeted refresher training, teachers struggle to enhance their skills and adapt to evolving educational standards. This lack of structured support diminishes teaching effectiveness, negatively impacting student achievement. Principals must prioritize mentorship and professional development to foster continuous improvement, bridging teaching gaps and ensuring better educational outcomes.

The study found that 45.3% of the teachers strongly agreed with the view that, in public secondary schools, principals often monitor the progress of mentorship programmes to identify which areas to improve while 3.6% strongly disagreed. These findings corroborate the findings of research undertaken by Brown and Larson (2020), who found that, in many public secondary

schools, principals often fail to consistently monitor the progress of mentorship programs, which can hinder their effectiveness and potential for improvement. According to Brown and Larson (2020), mentorship programs are crucial in fostering personal, academic, and social growth among students, however, the lack of oversight by school leaders limits the ability to identify weaknesses and implement necessary changes. For instance, research by Smith and Thompson (2021) suggests that principals' engagement in mentoring activities can improve program outcomes, yet many principals do not allocate sufficient time or resources to monitor these initiatives regularly.

Moreover, the absence of systematic evaluation frameworks leads to missed opportunities for addressing challenges such as insufficient mentor training or mismatched mentor-mentee pairings (Jones, 2019). Additionally, without ongoing assessment, mentorship programs often fail to align with evolving student needs, leading to a decline in participant satisfaction and overall success (Miller & Roberts, 2022). The effectiveness of mentorship programs thus heavily relies on active leadership involvement, yet the lack of monitoring practices remains a significant barrier in many schools. These findings affirm the fact that, without regular

assessments and feedback mechanisms, these programs can stagnate or fail to meet students' evolving needs. Principals, who are responsible for fostering an environment of growth, may be overwhelmed with administrative duties, leaving mentorship programs under-evaluated. This lack of oversight prevents necessary adjustments, ultimately diminishing the effectiveness of the programs in supporting students' academic and personal development. Consistent monitoring and active involvement from principals are crucial to enhancing the impact of mentorship initiatives.

4.4 Inferential Analysis

To further ascertain the influence of principals' management of mentorship and coaching programmes on teacher performance, data was collected from principals of the sampled 30 public secondary schools on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) they organize mentorship and coaching programmes for teachers and KCSE performance for the last five years (2020-2024). Results are shown in Table 5:

Table 5: How Often Principals' Organize Mentorship Programmes for Teachers and KCSE Performance in Public Secondary Schools (2018-2022)

Principals' Organize Mentorship Programmes for Teachers	KCSE Performance (meanscores)				
	2020	2021	2022	2023	2024
3	4.723	4.724	4.643	4.17	4.52
2	2.5	2.68	2.805	2.24	2.34
2	2.003	2.245	2.179	2.27	2.30
1	3.1	3.15	3.118	2.77	2.29
2	3.140	4.320	3.710	4.010	4.020
2	4.660	4.750	6.090	5.286	6.030
5	8.320	7.700	7.670	8.409	7.913
3	4.706	5.700	5.316	5.534	5.500
4	5.162	5.928	6.757	5.150	5.566
5	3.720	3.485	3.420	3.615	3.424
5	3.877	4.64	4.464	4.10	5.200
4	3.95	4.066	4.0984	3.09	3.09
5	7.789	8.031	8.7588	8.26	8.36
4	7.497	7.519	7.4704	6.74	7.10
2	5.481	4.814	4.819	4.84	4.18
3	6.413	7.231	7.0604	6.19	6.16
5	7.753	7.601	6.928	6.113	6.5
2	7.376	8.109	8.738	8.2777	8.9206
2	2.135	2	2.0984	2.35	2.333
5	6.02	7.46	7.59	7.6	7.8
2	2.22	1.97	2.37	2.42	2.235
1	3.767	4.235	4.925	4.2	4.824
2	4.100	4.058	4.342	3.45	3.589
1	3.34	3.64	3.93	3.3	3.180
2	5.658	5.733	6.159	4.822	5.532
5	4.280	5.698	5.843	4.1	4.369
3	4.216	4.681	5.584	4.82	5.560
3	4.706	5.242	5.228	5.141	4.984
2	6.448	6.889	6.705	6.285	6.630
3	4.509	3.934	5.576	2.354	7.031

Table 5 shows that, in public secondary schools where principals often organize mentorship and coaching programmes for teachers, KCSE performance is relatively high compared to their counterparts who rarely organize the same. These results were further subjected to Pearson's Product Moment Correlation Test Analysis. Results are shown in Table 6:

Table 6: Relationship between Principals' Management of Mentorship/Coaching Programmes and KCSE Performance in Public Secondary Schools

		X1	B	C	D	E	F
X1	Pearson Correlation	1	.584**	.577**	.508**	.521**	.527**
	Sig. (2-tailed)		.001	.001	.004	.003	.002
	N	30	30	30	30	30	30
B	Pearson Correlation	.584**	1	.959**	.932**	.937**	.912**
	Sig. (2-tailed)	.001		.000	.000	.000	.000
	N	30	30	30	31	30	30
C	Pearson Correlation	.577**	.959**	1	.964**	.953**	.948**
	Sig. (2-tailed)	.001	.000		.000	.000	.000
	N	30	30	30	30	30	30
D	Pearson Correlation	.508**	.932**	.964**	1	.951**	.962**
	Sig. (2-tailed)	.004	.000	.000		.000	.000
	N	30	30	30	30	30	30
E	Pearson Correlation	.521**	.937**	.953**	.951**	1	.979**
	Sig. (2-tailed)	.003	.000	.000	.000		.000
	N	30	30	30	30	30	30
F	Pearson Correlation	.527**	.912**	.948**	.962**	.979**	1
	Sig. (2-tailed)	.002	.000	.000	.000	.000	
	N	30	30	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).
Key: X1- How Often Principals' Organize Mentorship Programmes for Teachers; B, C, D, E and F-Performance in KCSE (mean scores) for the Years 2020 to 2024 respectively.

Table 6 presents the results of the Pearson Product Moment Correlation Test Analysis, which revealed significant positive correlations between principals' management of mentorship and coaching programmes and teacher performance in public secondary schools. The correlation coefficients were $r1 = 0.584$, $r2 = 0.577$, $r3 = 0.508$, $r4 = 0.521$ and $r5 = 0.527$ with corresponding p-values of 0.001, 0.001, 0.004, 0.003 and 0.002 respectively. In other words, mentorship and coaching programmes and activities which principals undertake and how frequent they organize such programmes for teachers is important in improving classroom pedagogy whose consequence is improved academic performance.

4.5 Thematic Analysis

During the interviews, principals, however, disagreed with the views expressed by majority of the teachers that they set clear objectives and goals to be achieved during mentorship workshops which has not improved teacher performance. Principal, P1, stated;

> *In my secondary school, I have always organized mentorship and coaching activities for teachers with clearly set objectives to be attained. This has been done after identifying teaching gaps which teachers experience. I always select very experienced mentors for the programmes. This has been aimed at improving teachers' pedagogical activities by learning new approaches.*

These views were also supported by the Sub- County Directors who noted that schools often plan mentorship programmes for teachers at least once a term where new and young teachers learn new teaching approaches. Despite these contradictions, these mixed findings underscore the vitality of mentorship and coaching activities undertaken by school principals. In other words, principals, who are responsible for fostering an environment of growth, may be overwhelmed with administrative duties, leaving mentorship programs under-evaluated. This lack of oversight prevents necessary adjustments, ultimately diminishing the effectiveness of the programs in supporting students' academic and personal development. Consistent monitoring and active involvement from principals are crucial to enhancing the impact of mentorship initiatives.

5. Conclusion and Recommendations

5.1 Conclusion

Teacher performance in public secondary schools has been low with many of them unable to cover syllabus in time which has translated to low academic performance in KCSE among their students. To mitigate these challenges, the Teacher Service Commission (TSC) principals have introduced mentorship and coaching programmes for teachers to be coordinated by school heads. However, much has not been realized since teacher performance has continued to be low. Principals rarely set clear objectives and goals to be achieved during mentorship, though they select experienced mentors, they rarely integrate mentorship activities in school improvement plans nor do they frequently monitor progress of mentorship programmes to identify which areas to improve.

5.2 Recommendations

Principals should adopt and foster best practices when organizing mentorship and coaching programmes for teachers. As a policy, the Ministry of Education should allocate adequate funds to schools to enable principals organize effective and regular mentorship and coaching programmes for teachers as a strategy form improving their performance.

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