



# Influence of Principals' Mentorship Activities on Teacher Performance in Public Secondary Schools in Kiambaa Sub-County, Kiambu County, Kenya

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**Abstract:** Principals' mentorship activities are crucial determinants of teacher performance in schools. However, in Kiambaa Sub-county, teacher performance has been a challenge with many teachers not able to cover syllabus in time resulting into low students' academic performance. Thus, the study sought to examine the influence of principals' mentorship activities on teacher performance in public secondary schools. The study adopted mixed methodology and applied descriptive survey and phenomenological research designs. Target population was 751 respondents which comprised 15 principals, 734 teachers and 2 Sub-county Directors of Education from which a sample of 262 respondents was determined using Yamane's Formula. This sample comprised 10 principals, 250 teachers and 2 Sub-county Directors of Education. Qualitative data were analyzed thematically based on the objectives and presented in narrative form. Quantitative data were analyzed descriptively using frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis using the Statistical Package for Social Sciences (SPSS Version 25) and presented using tables. The study revealed that many teachers do not cover syllabus in time and this has occasioned low students' performance. This has been partly attributed to principals' mentorship activities. Many principals rarely organize and plan mentorship activities for teachers and has thus, contributed to low performance among teachers in terms of syllabus coverage and students' academic outcomes. They either fail to prioritize mentorship programs or lack the necessary organizational skills to implement them effectively. Thus, the Ministry of Education should allocate resources to enable principals organize regular mentorship programmes for teachers.

**Keywords:** Public, Secondary schools, Mentorship activities, Teacher performance, Principals

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## 1. Introduction

Teachers hold a pivotal role in shaping the future of individuals and society. According to Harris (2022), beyond merely imparting knowledge, they inspire, mentor and nurture curiosity. In Austria, Kiener, Huber and Pollock (2020) posit that teachers act as role models, fostering values such as integrity, discipline and resilience. They adapt to diverse learning needs, enabling

every student to achieve their personal best. In the words of Pérez, Rodríguez and Martínez (2021), teachers also play a significant role in identifying talents and guiding career paths. To achieve these noble roles, they need to adopt pedagogical strategies aimed at enhancing their performance. Kunter (2021) posits that teacher performance entails work output, delivery of subject matter, classroom management, creativity in teaching methods and emotional intelligence. Effective teacher

performance ensures students stay motivated, engaged and achieve academic success.

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. For instance, 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 brings into question the effectiveness of mentorship activities undertaken by school principals.

According to Wright, Horn and Sanders (2022), mentorship activities involve the provision of support, guidance, and development opportunities aimed at enhancing teachers' professional skills and performance. Wright et al (2022) further assert that effective mentorship can lead to improvements in teaching practices, fostering better classroom management and enhancing instructional quality. In the context of secondary schools, principals are expected to be the facilitators of these mentorship activities, creating structured opportunities for teachers to receive feedback, share knowledge, and engage in professional development. In Italy, the role of the principal in mentorship is relatively formalized through the national system of school governance. Principals are often expected to oversee the professional development of their teaching staff, although the extent of mentorship varies across schools. In the words of Bertolino and Zaccaria (2020), principals who actively engage in mentorship, including providing instructional support and feedback, positively influence teacher performance. Bertolino and Zaccaria (2020) further note that teachers under the guidance of supportive principals reported increased motivation and improved classroom teaching strategies.

Russia presents a slightly different context, where mentorship activities are typically less formalized and highly dependent on the individual principal's initiative. Romanov (2023) opine that principals in Russian

secondary schools who prioritized mentorship created stronger teacher-student relationships and encouraged collaborative teaching practices. However, the study also suggested that many Russian principals, particularly in rural areas, struggled with implementing effective mentorship due to limited resources and lack of professional development opportunities. This lack of systemic support often hindered the effectiveness of mentorship programs in improving teacher performance. In the Philippines, mentorship is central to the professional development programs implemented by the Department of Education. According to Lasam and Serrano (2023), principals who conduct regular classroom observations, offered feedback, and facilitated professional learning communities (PLCs) saw notable improvements in teacher performance. Teachers in these schools reported feeling more confident in their teaching abilities and more engaged in their professional development. The study also emphasized that mentorship, when coupled with appropriate resources, had a transformative impact on teacher performance by fostering a sense of accountability and professional growth. In Ghana, the educational system is characterized by a hierarchical structure where principals are primarily seen as administrators. However, recent reforms have emphasized the importance of mentorship in improving educational outcomes. According to Akyeampong (2023), principals in Ghanaian secondary schools who engaged in mentorship activities, such as coaching teachers in pedagogical techniques and conducting regular professional development sessions, contributed to the enhancement of teacher performance. Akyeampong (2023) further notes that mentorship leads to a reduction in teacher burnout and improved classroom management, which positively affected students' learning experiences. However, challenges such as overcrowded classrooms and inadequate training for principals in mentorship roles were identified as barriers to the effectiveness of these activities.

Rwanda's education system places significant importance on leadership and professional development. Nkurunziza (2020) posits that principals who actively engaged in mentorship through regular one-on-one coaching sessions and professional development workshops saw improved teacher performance in both teaching quality and student outcomes. Nkurunziza (2020) further asserts that teachers in Rwandan secondary schools that had strong mentorship programs report greater job satisfaction and improved teaching strategies. In Kenya, Ochieng and Nandwa (2021) indicate that principals who implement mentorship activities such as peer observation, collaborative lesson planning, and targeted professional development contribute significantly to improved teacher performance. Teachers under such mentorship reported higher levels of job satisfaction, increased motivation, and a greater sense of professional growth. Despite these positive outcomes, the study highlighted that limited resources, heavy workloads, and inconsistent mentorship

programs across schools continued to impede the full potential of these initiatives. In Kiambaa Sub-county, the scenario is the same with principals' mentorship activities being at the center of teacher performance in public secondary schools. However, performance of teachers has been low with quite a number of them unable to cover syllabus and workload in time and their students registering dismal grades in examinations.

For instance, a survey undertaken by Kamau (2021) found that approximately 43.7% of teachers in Kiambaa Sub-county often fail to complete their designated syllabi within the academic term, adversely affecting student preparedness for exams. In the same token, Njiru (2023) observed that schools in Kiambaa Sub-county consistently underperform in national examinations registering 38.9% in KCSE compared to schools in other sub-counties and national aggregates. This indicates the gravity of low teacher performance. However, there was need to interrogate how mentorship activities undertaken by principals influence teacher performance in public secondary schools, hence the study.

## 1.1 Research Objectives

The study sought to address the following objectives:

1. To assess the status of teacher performance in public secondary schools in Kiambaa Sub-county.
2. To investigate the influence of principals' mentorship activities on teacher performance in public secondary schools in Kiambaa Sub-county.

## 2. Literature Review

Mentorship activities undertaken by principals play a crucial role in improving teacher performance. In other words, effective mentorship can foster professional development, improve instructional practices, and enhance job satisfaction among teachers. In the United States, mentorship programmes led by school principals have gained significant attention due to their impact on teacher retention and instructional effectiveness. Smith and Johnson (2022) highlight that principals who establish structured mentorship programmes enable novice teachers to adapt to the teaching profession more effectively. These programmes often include peer coaching, classroom observations, and reflective practice, which contribute to teachers' professional growth. Similarly, in the United Kingdom, mentorship programmes have been integrated into professional development frameworks to support early-career teachers. According to Davies and Clarke (2021), principals play a pivotal role in facilitating mentorship by connecting experienced teachers with new educators. Their findings reveal that mentorship improves teaching strategies and fosters a sense of community, reducing burnout and attrition rates among teachers.

In Brazil, mentorship activities organized by principals have been instrumental in addressing educational disparities. A study carried out by Oliveira, da Silva and Costa (2023) indicates that mentorship programmes in underprivileged areas enhance teachers' confidence and instructional skills. These initiatives often focus on collaborative lesson planning and culturally responsive teaching practices, which improve student outcomes and teacher satisfaction. Haiti presents unique challenges in teacher mentorship due to limited resources and infrastructure. Jean-Baptiste and Etienne (2022) explore how principals in Haitian schools use mentorship to build teacher capacity despite these constraints. Their study emphasizes the importance of community-based mentorship approaches, where principals leverage local expertise to support teachers. This approach has been shown to enhance teachers' resilience and commitment to their roles. In Iran, mentorship programmes led by principals are influenced by cultural and institutional factors.

A study conducted by Farahani and Ebrahimi (2021) highlights the role of mentorship in improving teacher efficacy and professional identity. Principals in Iranian schools often adopt a collaborative approach, encouraging teachers to engage in continuous learning and reflective practices. Malaysia has witnessed significant advancements in teacher mentorship, driven by educational reforms. According to Ahmad and Yusof (2023), mentorship activities organized by principals emphasize competency-based training and peer collaboration. These programmes have positively impacted teacher performance by fostering innovation and adaptability in teaching practices. In Africa, teacher mentorship programmes are often shaped by contextual challenges, such as resource limitations and high student-to-teacher ratios. In Lesotho, Makhanya and Thaba (2022) carried out a study which found that mentorship programmes led by principals improve teacher morale and instructional quality. These programmes focus on peer support and classroom management strategies. In Malawi, mentorship activities are essential for professional development in rural schools. Banda and Kamanga (2023) emphasize that principals' mentorship initiatives address critical areas such as lesson delivery and student engagement. Similarly, in Tanzania, mentorship organized by principals has been linked to improved teacher retention and performance. A study by Mwangi and Mbise (2021) highlights the effectiveness of mentorship in enhancing pedagogical skills and addressing professional challenges. Kenya's educational landscape provides a rich context for examining the influence of teacher mentorship.

For instance, in Kisii County, Otieno and Nyang'au (2022) demonstrate that mentorship activities organized by principals significantly improve teacher performance by promoting collaboration and professional growth. These activities include peer mentoring, workshops, and feedback sessions, which enhance instructional quality.

In Kiambaa Sub-county, mentorship programmes are crucial in addressing the challenges faced by teachers in public schools. According to Wanjiru and Kariuki (2023), principals' mentorship initiatives improve teachers' confidence and effectiveness. The study underscores the role of principals in creating supportive environments that foster continuous learning and professional development. However, there was need to undertake more research since Wanjiru and Kariuki (2023) as well as other reviewed studies had not exhaustively interrogated how specific mentorship activities and strategies influence teacher performance in public secondary schools, thus, the study.

## 2.1 Theoretical Framework

The study was based on the mentorship theory which was proposed by Kram (1995) as a framework which emphasizes the importance of guidance, support, and the development of individuals through sustained relationships with more experienced mentors. In the context of secondary school education, mentorship can play a crucial role in shaping both teachers' professional growth and their performance in the classroom. Kram (1995) introduced the notion that mentorship relationships involve the pairing of a less experienced individual (the mentee) with a more experienced one (the mentor) to provide guidance, support, and development. These relationships, however, go beyond mere advice giving—they focus on both personal and professional growth, encouraging mentees to take risks, develop skills, and grow in their teaching practices. The key principles of mentorship theory revolve around several concepts, including trust, communication, and mutual respect. Trust is fundamental in ensuring that the mentee feels comfortable sharing challenges and seeking guidance.

Effective communication is crucial in making mentorship exchanges constructive, where both parties listen, reflect, and work toward practical solutions. Another core principle is the role of feedback in the development process; constructive feedback helps mentees to understand their strengths and areas for improvement. Mentorship relationships also involve a balance of support and challenge, where mentors encourage mentees to step out of their comfort zones while providing the emotional and professional support necessary to succeed. In secondary schools, principals play a pivotal role in shaping teacher performance through mentorship. The activities of principals, particularly in fostering a supportive environment for mentoring, directly influence the effectiveness of teaching staff. For example, when principals facilitate mentoring programs, they ensure that teachers are paired with more experienced colleagues who can offer guidance on curriculum development, classroom management, and pedagogical techniques. Moreover, principals themselves can serve as mentors, setting

examples of best practices and promoting continuous professional development.

When principals model reflective teaching practices, encourage collaboration, and provide feedback through regular observations, teacher performance tends to improve. Additionally, mentorship helps to reduce teacher burnout, increases job satisfaction, and enhances teacher retention, all of which are critical factors in ensuring that students receive high-quality education. This theory is applicable in this study since; by adhering to the principles of trust, communication, and feedback, mentorship fosters an environment where teachers are continually growing and refining their craft. Principals, through their active involvement in mentorship programs, significantly impact the professional development of their teachers, which, in turn, leads to better teaching outcomes for 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. It advocates ongoing learning opportunities for teachers to enhance their skills and stay updated with the latest educational research and methodologies. 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. This theory informs teacher training programmes, ensuring that new teachers are equipped with the necessary skills and knowledge to succeed in the classroom. Professional development programmes often

draw on the principles of this theory, offering workshops and courses designed to address specific aspects of teaching performance, such as classroom management or differentiated instruction. 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. In other words, it influences teacher evaluation systems, training programmes and ongoing professional development efforts, all aimed at enhancing the quality of education and student success. Its applications in educational settings underscore the necessity for teachers to engage in continuous professional development and to adopt pedagogical strategies that foster a supportive learning environment.

### 3. Methodology

In this study, mixed methodology was applied. Hence, the study adopted both descriptive survey and phenomenological research designs to address the quantitative and qualitative aspects of the study. Target population was 751 respondents which comprised 15 principals, 734 teachers and 2 Sub-county Directors of Education (SCDEs) from which a sample of 262 respondents was determined using Yamane’s Formula. This sample size consisted of 10 principals, 250 teachers and 2 Sub-county Directors of Education. Questionnaires were used to collect quantitative data from teachers whereas interviews were used to gather qualitative data from principals and SCDEs. Qualitative data were analyzed thematically based on the objectives and presented in narrative form. Quantitative data were analyzed using descriptive statistics and inferentially using Pearson’s Product Moment Correlation Analysis

with the help of Statistical Package for Social Sciences (SPSS Version 25) and presented using tables. In this study, an ethical clearance certificate was obtained from Mount Kenya Ethical Review Committee (MKU ERC) before embarking on data collection processes. The researcher undertook to keep private any information given by the respondents that touched on their personal life. The researcher assured the respondents that no private information would be divulged to a third party.

The nature and the purpose of the research were explained to the respondents by the researcher. The researcher explained to the respondents the procedure that would be followed during the data collection so that they could participate willingly. The raw data collected were filed for easy reference. Once the data were analyzed, computer printouts were filed while soft copies were stored in storage devices such as CDs and flash discs.

### 4. Results and Discussion

In this section, findings of the study as per the objectives of the study are outlined besides highlighting presentation of findings as well as discussions.

#### 4.1 Response Rates

In this study, 250 questionnaires were administered to teachers and, in return, 246 questionnaires were filled and returned. In the same token, the researcher interviewed nine (9) principals and 2 Sub-county Directors of Education (TSC & MoE). This yielded response rates shown in Table 1;

**Table 1: Response Rates**

<b>Respondents</b>	<b>Sampled Respondents</b>	<b>Those Who Participated</b>	<b>Achieved Return Rate (%)</b>
Principals	10	9	90.0
Teachers	250	246	98.4
Sub-county Directors of Education (TSC & MoE)	2	2	100.0
<b>Total</b>	<b>262</b>	<b>257</b>	<b>98.1</b>

Source: Field Data (2025)

Table 1 shows that principals registered a response rate of 90.0%, teachers registered 98.4% whereas the Sub-county Directors of Education (TSC & MoE) registered a 100.0% response rate. This yielded an average response rate of 98.1%, which is consistent with the assertions of Creswell (2018) that a response rate above 75.0% is adequate. This information was important since it allowed the researcher to generalize the study outcomes to the target population.

#### 4.2 Status of Teacher Performance in Public Secondary Schools

The study sought to assess the status of teacher performance in public secondary schools in Kiambaa Sub-county. This was measured by assessing how often teachers cover syllabus in time and KCSE performance between 2020 and 2024. 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	72	29.3
Rarely	136	55.3
Never	38	15.4

Source: Field Data (2025)

Table 2 shows that most of the teachers, 136(55.3%), rarely cover syllabus in time, 72(29.3%) often do whereas 38(15.4%) never do. During the interviews, principals also stated that most teachers do not cover syllabus in time. Principal, P1, noted:

*In my school, I have had cases where teachers do not cover syllabus in time to accord students adequate time for revision.*

These findings corroborate the assertions of Hofman and ve Hofman (2023) that, in the Netherlands, a performing or 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. In the same token, a study carried out in Kiambaa Sub-county by Kamau (2021) highlights that delays in syllabus coverage are most notable during the third term, with many teachers struggling to complete the content before national exams. This trend has been linked to teachers' tendency to focus on exam-centric topics and neglect other essential areas, leading to an incomplete educational experience for students. The researcher further sought to assess the status of performance in KCSE for the last five years (2020-2024) as an indicator of teacher performance. Results are shown Table 3;

**Table 3: KCSE Performance in Public Secondary Schools in Kiambaa Sub-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 academic performance of students in KCSE has been on a downward trend for the last five years. These findings corroborate the findings of a report by MoE (2024) that the performance of students in Kiambaa Sub-county in KCSE has been on a downward trend. This calls into question the level of teacher performance and strategies which principals develop to motivate teachers. In summary, these findings affirm the fact that teacher performance entails several aspects such as increased efforts to achieve high output, innovation to discover new superior ways of doing things, enhanced attitudes to treat customers, in this case students, with respect and the overall performance of schools in terms of syllabus coverage and academic performance.

### 4.3 Principals' Mentorship Strategies and Teacher Performance in Public Secondary Schools

The study sought to examine the influence of principals' mentorship strategies on teacher performance in public secondary schools. Descriptive data were collected from teachers and results are presented in Table 4;

**Table 4: Teachers' Views on the Influence of Principals' Mentorship Strategies on Teacher Performance in Public Secondary Schools**

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Principals rarely organize mentorship workshops for sharing teaching experiences and challenges as a way of improving performance of teachers	49.6	5.0	4.3	33.8	7.2
In public secondary schools, principals rarely induct teachers on how to handle learners which has not improved performance of teachers	52.5	12.2	2.9	26.6	5.8
Principals rarely organize team teaching programs for new teachers which has not improved their performance	44.6	15.8	4.3	28.8	6.5
Principals rarely plan mentorship seminars where teachers have learnt how to conduct themselves and thus, improve performance of teachers	59.7	7.9	5.8	21.6	5.0
In public secondary schools, principals rarely plan mentorship activities where teachers learn new teaching approaches and improve performance	64.2	9.4	4.7	17.9	3.8

**Source: Field Data (2025)**

Table 4 shows that 122(49.6%) of the teachers strongly agreed with the view that principals rarely organize mentorship workshops for sharing teaching experiences and challenges as a way of improving performance of teachers whereas 18(7.2%) strongly disagreed. This is consistent with the findings of research carried out by Goetz, Montalvo and Thomas (2022), which revealed that peer-sharing workshops provide opportunities for teachers to engage in reflective practices, discuss pedagogical strategies, and receive feedback that could directly enhance their teaching performance. However, many school principals fail to organize such mentorship workshops in public secondary schools. The lack of such programs means teachers often miss out on the opportunity to improve by learning from their peers' successes and failures. As observed by Adeyemo and Adeyemi (2021), teachers who engage in structured peer learning environments show significant improvements in instructional practices compared to those who work in isolation. These findings imply that, despite the challenges, mentorship workshops where teachers share their experiences and challenges are essential for enhancing their teaching capabilities and overall performance.

Slightly more than half 129(52.5%) of the teachers strongly agreed with the view that, in public secondary schools, principals rarely induct teachers on how to handle learners which has not improved performance of teachers whereas 14(5.8%) strongly disagreed. This implies that induction programs for new teachers are integral to their successful transition into the school environment. These programs typically involve training on school culture, curriculum delivery, classroom management, and student behavior management. These

findings lend credence to the findings of research conducted by Ogunyemi (2020), which revealed that, despite the evident need for induction programs, principals in many public secondary schools rarely provide this form of professional support. The absence of such programs leaves new teachers vulnerable to challenges related to student discipline, curriculum delivery, and classroom management, ultimately leading to lower performance outcomes. Research carried out by Harris and Jones (2019) emphasized that effective induction programs improve new teachers' confidence and ability to manage classrooms, ultimately improving their effectiveness and the overall school performance. This implies that the absence of this support exacerbates the challenges faced by new teachers, making it more difficult for them to adjust and perform well. The study revealed that 110(44.6%) of the teachers strongly agreed with the view that principals rarely organize team teaching programs for new teachers, which has not improved their performance while 16(6.5%) strongly disagreed. This indicates that a key area where principals often fail to provide adequate support is in organizing team teaching programs. Team teaching involves pairing new teachers with experienced teachers to work collaboratively in delivering lessons. This approach has been found to enhance the learning experience for both teachers and students.

According to Tovar and Walker (2021), new teachers benefit greatly from collaborating with their more experienced counterparts, learning different teaching strategies and classroom management techniques. Unfortunately, principals in public secondary schools rarely organize such programs, which would help new teachers improve their skills in a more hands-on and

supportive environment. The lack of team-teaching opportunities reduces the likelihood of new teachers receiving the mentoring and guidance necessary for improving their teaching performance. Slightly more than half 147(59.7%) of the teachers strongly agreed with the view that principals rarely plan mentorship seminars where teachers have learnt how to conduct themselves and thus, improve performance of teachers whereas 12(5.0%) strongly disagreed. This points to the fact that mentorship seminars that focus on personal conduct and professional growth have been identified as key to improving teacher performance. These seminars, which are typically led by more experienced educators or external experts, provide teachers with the tools to reflect on their professional behavior, communication skills, and emotional intelligence. These findings corroborate the findings of a study carried out by Elliott and Finkel (2020), which established that, while such seminars have been shown to improve teacher effectiveness and overall performance, principals in public secondary schools rarely organize such events. The lack of these mentorship activities leaves teachers without structured opportunities for personal development, which can affect their performance in the classroom. Without guidance on how to conduct themselves in a professional setting, teachers may struggle with maintaining a positive school environment, impacting both student and teacher morale.

Majority 158(64.2%) of the teachers strongly agreed with the view that, in public secondary schools, principals rarely plan mentorship activities where teachers learn new teaching approaches and improve performance whereas a paltry 9(3.8%) strongly disagreed. This implies that the dynamic nature of education requires teachers to continuously update their teaching methods to meet the needs of diverse learners. Mentorship activities focused on learning new teaching

strategies are critical for teacher performance improvement. However, principals often neglect to organize these activities. This corroborates the findings of research undertaken by Baker and Perkins (2021) which emphasized that teachers who participate in continuous professional development programs, including mentorship opportunities that teach new pedagogical approaches, demonstrate improved performance and innovation in the classroom. These findings affirm the fact that lack of such mentorship activities limits teachers' exposure to emerging teaching techniques, stalling their professional growth and, by extension, negatively impacting student learning outcomes. These findings are indicative of the fact that mentorship and professional development programs are pivotal in improving teaching quality, enhancing teacher performance, and fostering an environment conducive to learning.

However, despite the known benefits of such programs, it is evident that principals in public secondary schools often fall short in organizing structured mentorship initiatives. These programs, which are crucial for teachers' professional growth, are sometimes not prioritized.

#### 4.4 Inferential Analysis

To verify influence of principals' mentorship strategies on teacher performance, data were collected from 9 principals of the sampled public secondary schools on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) they organize mentorship activities for teachers, how often teachers cover syllabus in time and academic performance in KCSE for the year 2024). Results are shown in Table 5:

**Table 5: How Often Principals Organize Mentorship Activities for Teachers and Teacher Performance in Public Secondary Schools**

How Often Principals Organize Mentorship Activities for Teachers (X)	How Often Teachers Cover Syllabus in Time	2024 KCSE Results
1	2	2.14
2	3	3.78
5	5	4.81
2	3	2.80
2	2	3.48
1	2	5.89
1	1	4.99
3	4	6.98
5	3	9.07

Source: Field data (2025)

Table 5 shows that the higher the number of times principals organize mentorship activities for teachers, the higher the frequency with which teachers cover syllabus in time as well as improved students' academic performance in KCSE. This further indicates that

frequent mentorship programs are crucial since they provide teachers with professional development opportunities, equipping them with new teaching strategies, time management techniques, and enhanced subject knowledge. These activities promote

collaboration and sharing of best practices among teachers, leading to improved lesson delivery and more effective classroom management. As a result, teachers become more confident in meeting syllabus requirements and adhering to timelines. In other words, when teachers are supported through regular mentorship, they are better equipped to plan and execute lessons that align with the

syllabus, ensuring that no content is left out. This not only enhances the quality of instruction but also boosts students' understanding and retention of material, which translates into better performance in exams. The data in Table 5 were run through Pearson's Product Moment Correlation Test Analysis. Results are shown in Table 6:

**Table 6: Relationship between How Often Principals Organize Mentorship Activities for Teachers and Teacher Performance in Public Secondary Schools**

		<b>X3</b>	<b>A</b>	<b>B</b>
<b>X</b>	Pearson Correlation	1	.542*	.595*
	Sig. (2-tailed)		.017	.040
	N	9	9	9
<b>A</b>	Pearson Correlation	.542*	1	.808
	Sig. (2-tailed)	.017		.098
	N	9	9	9
<b>B</b>	Pearson Correlation	.595*	.808	1
	Sig. (2-tailed)	.040	.098	
	N	9	9	9

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

Key: **X**- How Often Principals Organize Mentorship Activities for Teachers; **A**- How Often Teachers Cover Syllabus in Time and **B**-2024 KCSE Results

Table 6 shows that there is a strong correlation between principals' mentorship strategies and teacher performance in public secondary schools. That is, the higher the frequency of principals' mentorship activities organized for teachers, the higher the frequency with which teachers cover syllabus in time and improved students' academic performance in KCSE ( $r(9) = 0.542$  and  $0.595$  at  $p = 0.017, 0.040$  at  $\alpha = 0.05$ ). This affirms the fact that principals who actively engage in mentoring their teachers create an environment of support, collaboration, and professional growth, which directly impacts the quality of teaching. Effective mentorship involves more than just oversight; it includes regular feedback, personalized development plans, and fostering a culture of open communication. When principals demonstrate commitment to their teachers' professional development, it not only boosts teacher morale but also enhances their instructional skills, which in turn improves student outcomes. Teachers who receive mentorship from their principals are more likely to feel empowered and motivated to implement innovative teaching methods and manage classroom challenges more effectively. Additionally, mentorship helps teachers stay current with educational trends and research, promoting continuous improvement. Furthermore, mentorship strategies that emphasize trust, encouragement, and skill development create a positive school culture where teachers are more likely to meet performance expectations and contribute to the overall success of the school. In conclusion, principals' mentorship is an essential factor in fostering high-performing educators and achieving academic excellence in secondary schools.

## 4.5 Thematic Analysis

During the interviews, however, the principals and the Sub-county Directors of Education (TSC & MoE) disagreed with the view that principals rarely organize mentorship workshops for teachers. Principal, P2, stated;

*In my secondary school, despite resource constraints, I always plan and organize mentorship workshops for teachers. In such programmes, teachers share teaching experiences and challenges, how to handle learners, undertake team teaching programs for new teachers, learn how to conduct themselves as well as new teaching approaches. This initiative has improved the performance of teachers in my school*

Similar views were expressed by the Sub-county Directors of Education who noted that quite a number of principals have attempted to organize and plan mentorship programmes for teachers in their respective schools.

Despite these contradictions, these findings underscore the vitality of mentorship activities for teachers. Just like quantitative findings, these views also affirm the fact that mentorship strategies adopted by principals are crucial in improving teaching quality, enhancing teacher performance, and fostering an environment conducive to learning. However, despite the known benefits of such programs, it is evident that principals in public secondary schools often fall short in organizing structured mentorship initiatives.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

Teacher performance has been a challenge in many public secondary schools in Kiambaa Sub-county with many teachers do not cover syllabus in time and this has occasioned low academic performance of students in KCSE. This has brought into question the effectiveness of principals' mentorship activities. From the study, principals rarely organize and plan mentorship activities for teachers and has thus, contributed to low performance among teachers in terms of syllabus coverage and students' academic outcomes in public secondary schools. Many principals either fail to prioritize mentorship programs or lack the necessary organizational skills to implement them effectively.

### 5.2 Recommendations

As a practice, the Ministry of Education should allocate resources to enable principals to organize regular mentorship programmes for teachers. As a policy, the Ministry of Education should ensure that principals adopt and implement the formulated Teacher Mentorship and Coaching Policies as a key step towards understanding how to improve teacher performance in schools.

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