

European Journal of Human Resource (EJH)



Influence of Self-Management on Performance of Teachers in Public Secondary Schools in Machakos County, Kenya

Jemmy Mumbua Mutua, Dr. Jacinta Kinyili (PhD), Dr. James Karau (PhD)

et al. (2026)



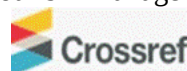
Influence of Self-Management on Performance of Teachers in Public Secondary Schools in Machakos County, Kenya

 **Jemmy Mumbua Mutua**¹,  **Dr. Jacinta Kinyili (PhD)**²,  **Dr. James Karau (PhD)**³

¹School of Business, Economics, Hospitality & Tourism Management, Kenya

²School of Business, Hospitality and Tourism Management, Department of Business and Finance, Kenya

³School of Business, Hospitality and Tourism Management, Department of Economics, Kenya



Article history

Submitted 16.07.2026 Revised Version Received 14.08.2026 Accepted 22.09.2026

Abstract

Purpose: Teacher performance is at the core of effective teaching, effective learning, discipline, and the quality of learning and teaching; teachers work in contexts where they are continuously challenged to manage their emotions, be adaptable, and demonstrate professional control. The study investigated the effect of self-management on the performance of teachers in public secondary schools in Machakos, Kenya, and it was found that the area of self-management and teacher performance is empirical in nature, thus, there was a gap in the study.

Materials and Methods: The study used a mixed-methods approach with a positivist paradigm and a sample of 3500 teachers in public secondary schools in Machakos County, Kenya. The Yamane formula was used to determine a sample of 486 respondents, who returned 329 teacher questionnaires for quantitative analysis, and principals and deputy principals provided qualitative evidence through interviews. Structured questionnaires and interview schedules were used to collect data. Descriptive statistics, reliability and validity

tests, regression diagnostics, and bivariate linear regression were applied.

Findings: The self-management construct recorded a composite mean of 4.20 (SD = 0.52), indicating high perceived self-management among teachers. Simple linear regression showed a positive and statistically significant effect of self-management on teacher performance ($\beta = 0.047$, $t = 2.10$, $p = 0.036$), with $R^2 = 0.1143$ and $F = 8.34$ ($p = 0.001$). The null hypothesis that self-management has no significant influence on teacher performance was therefore rejected.

Implications to Theory, Practice and Policy: The findings indicate that strengthening teachers' emotional self-control, conscientiousness, adaptability, trustworthiness, and initiative contributes to improved professional performance and classroom practice in public secondary schools.

Keywords: *Self-Management, Teacher Performance, Emotional Intelligence, Public Secondary Schools, Classroom Management, Machakos County, Kenya*

JEL Classification: I21; J24; M54

INTRODUCTION

Self-management is the ability to regulate one's reactions such that they are not influenced by impulsive thoughts and feelings (Drigas & Papoutsis, 2018). They claim that it makes you more adaptable, open-minded, less judgmental of circumstances, and less reactive to opposing viewpoints. Self-management entails the ability to regulate uncomfortable consequences like anxiety and fury, as well as suppress emotional impulsivity (Goleman et al., 2002). Self-management competences include the ability to control emotions, accurately show emotions, and organize daily actions with the heart in mind (Arifin, 2015). He believes that self-management is critical because if teachers' fail to manage and convey their feelings effectively, teaching will suffer. According to Goleman (2012), people with this ability may effectively manage their impulsive and unpleasant emotions.

In 1998, psychologist Daniel Goleman introduced the concept of EI and discussed five components namely self-awareness, self-regulation, motivation, empathy and social skills. In 2002, Goleman developed and rearranged this model into a more formal framework consisting of four domains and 12 key competencies. The four domains of EI, as stated by Goleman, are self-awareness, self-management, social awareness, and relationship management.

Self-management is the second component of EI, and it is the capacity to regulate your own emotions and remain composed both inside and outwardly (Goleman, 2002), irrespective of the complexities or uncertainty of the circumstances they encounter in a social or work context. He stated that people should resist the need to behave rashly and instead exercise restraint over their words and deeds. Furthermore, if someone cannot understand their emotions, they will become emotionally unstable. Negative emotions such as fury, worry, and anger tend to take over a person's emotional state and become overwhelming, which may hinder followers' and leaders' ability to concentrate on the job at hand. Positive emotions, on the other hand, such as joy, excitement, and enthusiasm, are appropriate emotional states.

Teacher performance plays a key role in the quality of education as teachers are the ones who turn curricular goals into classroom events, determine student progress, control classroom behavior, and provide professional assistance to their students. From the Dessler (2020) definition, it can be interpreted as that performance is the way in which the duties and obligations are carried out in accordance with the standards of efficiency and effectiveness established. In educational institutions, teachers' competence is demonstrated in curriculum planning, implementation, assessment and feedback, discipline and management, engagement of learners, support of learners, and professional development and collaboration. The Teacher Performance Appraisal and Development (TPAD) framework also focuses on observable professional practices that facilitate effective teaching and learning (TSC, 2020).

In addition to technical and pedagogical skills, teachers work in emotionally charged situations, must control their own responses, be able to respond to new situations in the classroom, and maintain professional behavior. These capabilities can be explained with the help of emotional intelligence. Within Goleman's model, self-management is regarded as one of the key emotional-intelligence areas that focuses on managing one's emotions and behaviour in a manner that allows one to react in a constructive way, instead of an impulsive one. Self-management includes skills like self-control, trustworthiness, conscientiousness, adaptability, achievement orientation and initiative (Goleman et al., 2002). The abilities are applicable in education, as teachers often face

disruptive behaviour, workload pressures, different learning needs, assessment pressures and institutional demands.

The contextual evidence in Kenya shows that educational outcomes and issues at schools are not uniform, for instance mean scores of KCSE in the public secondary schools fluctuate and students are reported to have discipline issues in the Eastern region. The indicators, however, are affected by several interacting factors, and can only be understood as a result of the teachers' emotional competencies, or of their own emotional self-management, when considered in combination with the other factors. The present study does not presume it is an immediate consequence to teacher performance, but instead considers it to be a multi-faceted consequence dependent on various factors including school leadership, organizational culture, teacher evaluation, teacher motivation, teacher working conditions, peer influence, and student governance. In the entire setting, there is a need to examine teacher self-management as one of the individual-level factors that can be linked to teacher performance in public secondary schools of Machakos County, using an empirical approach.

Self-management is particularly important since it helps teachers control their feelings and urges, stay focused, adapt to change, and respond consistently in the workplace. These skills are especially applicable to the everyday demands placed on teachers, such as stress and conflict in the classroom, the emotional demands in the classroom, pressure when teaching, and the ability to adapt to the needs of various learners. The literature review is related to good self-management with structured teaching, flexible teaching, a stable classroom environment, motivation, professional commitment, and positive relationships. Inadequate self-management, in turn, is related to emotional exhaustion, job stress, inadequate teaching behaviour, and inability to maintain positive interactions in the classroom.

There is also empirical evidence that supports a positive relationship between self-management and performance. In the field of knowledge workers, Palvalin et al (2017) stated that self-management practices were related to individual and team output. In a cross-sectional study of telecommunication workers in Port Harcourt, Nigeria, Baridula et al. (2018) determined a positive correlation between employee self-management and employee performance. A positive statistically significant relationship between self-management and employee commitment was also found by Matheri (2020). But most of the empirical studies mentioned are for non-teaching employees or settings outside of public secondary schools. The study therefore finds little local empirical data that directly links self-management and teacher performance in public secondary schools in Machakos County, Kenya.

The aim of this study was to establish the influence of self-management on performance of teachers in public secondary schools in Machakos County. The study was based on the null hypothesis, which stated that there was no significant relationship between self-management on performance of teachers in public secondary schools in Machakos County. This study attempts to isolate this relationship and to present evidence for the relationship between the teachers' ability to control their emotions, to maintain their professional standards, to adjust to classroom situations, and to respond appropriately to the classroom demands of the day and measurable teacher performance.

Problem Statement

Although teacher performance is crucial for the overall success of teaching and learning in the public secondary schools, it has not been improving equally as evidenced by the fluctuations in

KCSE mean scores across the sampled public secondary schools in Machakos County between 2018 and 2024 and continued challenges of student discipline. Teachers are faced with working conditions characterized by workload pressures, learners' diverse needs, disruptive behaviour, assessment needs, and institutional demands, and are expected to manage their emotions and behaviour effectively. There are prior studies that reported positive relationships between self-management and employee outcomes (Palvalin et al., 2017; Baridula et al., 2018; Matheri, 2020), but most of these studies consider non-teaching employees or settings outside Kenyan public secondary schools. Thus, little empirical studies exist on the relationship between self-management and teacher performance in public secondary schools in Machakos County, which this study aimed at filling the gap.

The study hence investigated the effect of self-management on the performance of teachers in public secondary schools in Machakos County focusing on teacher's ability to manage their emotions and behavior, teacher professionalism, adaptation to classroom, and teacher's conscientiousness and initiative. The findings will be useful for the Teachers Service Commission and education policymakers as evidence for teacher development and professional-support programs and for school administrators and teachers to enhance professional and classroom practices. The results could also be used as a guideline to teacher training institutions and serve as a foundation for continued research on the relationship between emotional intelligence and teacher performance in secondary schools in Kenya.

LITERATURE REVIEW

Theoretical Foundation

Albert Bandura's original concept, the Social Cognitive Theory (1986, 2001), lays the foundation for the understanding of human self-management and agency. According to Bandura, human functioning is mediated through a model of "triadic reciprocal causation" which assumes the behaviour, person and environment are all factors that interact and are bidirectional. This paradigm defines the implementation of self-management as self-regulation, or the mechanisms by which people intentionally regulate and maintain their thoughts, actions, and emotions that are directed at the achievement of specific goals. From this overall view, Barry Zimmerman (1989, 2000) and Paul Pintrich (2000, 2004) elaborated the principles into formal Self-Regulated Learning (SRL) framework, which encompasses forethought, performance execution and self-reflection as dynamic and cyclical processes, integrating with each other. The self-regulation processes in this present study are extended to teachers as instructional professionals to plan, deliver, monitor and evaluate instructional activities with their thoughts, emotions, motivation and behaviours. The SRL is then viewed as a self-regulated professional learning of teachers and not as students' self-regulation of academic learning.

Social Cognitive Theory is complemented by Goleman's Emotional Intelligence Theory (1998, 2002) which explains how people recognise, regulate and respond to their emotions, and the emotions of others, in an appropriate manner. Goleman's model outlines emotional competencies as follows: self-awareness, self-management, social awareness and social management; and the main one that is pertinent to the current study is self-management. These skills help people in the workplace to manage their emotions, stay on task, adjust to difficult situations, and maintain positive relationships. Emotional regulation is significant for teachers because their work with students, colleagues and school leaders is ongoing and is carried out under different conditions in the classroom and in the organization. Goleman's model thus adds to Bandura's idea of behavioural

agency by describing emotional regulation processes that enable teachers to intentionally control their professional behaviour and performance.

Social cognitive theory entails several assumptions about human nature and psychological functioning that are applied in the process of using the theory for self-management. The first one is that individuals are not just influenced by their environment or motivated by their instincts, but are proactive, self-organizing and self-reflecting within their environment (Bandura, 2001). Second, it theorizes on reciprocal determinism, a concept that holds that behavior is driven by the constant interaction between personal beliefs, internal states and external contexts (Bandura, 1986). Third, models of self-regulation usually are cyclical, with the results of past performance directly influencing feedback for future planning and goal setting, and for strategic adaptations (Zimmerman, 2000). Finally, the idea that psychological capabilities and performance are basically governed by cognitive processes, namely outcome expectations, internal self-monitoring, beliefs and self-efficacy (Bandura, 1997) is assumed.

Limits of the theoretical framework, although useful in its use at the empirical level, exist. The biggest disadvantage is that it relies on a lot of conscious, cognitive processes, which may not be the most important factors affecting learning, namely unconscious psychological factors, long-term emotional stress and automatic behavioral patterns (Schunk & Greene, 2018). Also, because of the social cognitive theory's basic research in Western, individualistic cultures, there are limitations in the cross-cultural applicability of social cognitive theory when applied to the context of collectivist cultures in which communities are interdependent, social hierarchy impacts the way people manage themselves and their performance, and collective norms govern behavior beyond individual agency. Additionally, methodological problems exist, including self-report measures of self-regulation that are prone to social desirability bias, possible over or under reporting of self-regulation strategies, and discrepancies between what self-regulators report, and what they actually do when self-regulating in real time (Zimmerman, 2008).

However, the theory of SCT and Emotional Intelligence and the theory of self-regulation have profound implications for research and educational management and practice. According to theory, they modify the paradigm of investigating performance outcomes as predetermined consequences of differences in innate ability and as a result of different environmental conditions, to the paradigm of investigating them as malleable functions of self-directed cognitive, emotional, and behavioural strategies (Bandura, 1997; Goleman, 2002; Zimmerman, 2000). These models describe a set of dimensions to consider in diagnosing individuals' performance when dealing with complex tasks, professional challenges, and maximizing productivity: task analysis, goals, self-evaluation, and emotional regulation (Pintrich, 2000). Because of the integrated theoretical perspective, it makes sense to see how teachers and school leaders can create a supportive environment in their school by incorporating these theories in order to build their self-efficacy, improve their emotional regulation, decrease teacher burnout, and enhance outcomes (Bandura, 2006).

Self-Management and Employee Performance

The self-management dimension of EI, according to Goleman's Model, consists of six personal competencies, namely self-control, trustworthiness, conscientiousness, adaptability, accomplishment orientation, and initiative. Self-control is the capacity to manage one's emotions, ideas, and behaviours in a way that is consistent with long-term objectives and ideals, rather than giving in to instant impulses or feelings. Trustworthiness is the attribute of being dependable,

honest, and ethical in relationships with others. Conscientiousness is the attribute of being meticulous, careful, and disciplined. It requires a dedication to goals, focus to detail, and an inclination to stick to plans and timelines.

Adaptability involves being able to adapt to new circumstances and be flexible when there is change, and orientation towards long-term goals helps individuals to have direction and purpose in the face of short-term difficulties or temptations. Initiative is defined as the capacity to start something, make decisions, and do things without being told what to do or prompted. Self-management also includes being responsible for one's own emotions, managing impulses, reacting instead of reacting impulsively, and responding thoughtfully. According to Goleman et al. (2002), these abilities allow people to focus, persevere, and make choices in line with their objectives and emotional health.

Self-management skills include emotional self-control, adaptability, achievement orientation, positive outlook, initiative, and orientation toward long-term goals. Emotional self-control helps a person to manage unwanted feelings and impulses, take time to think before acting, and react healthily to difficult situations. Adaptable - adjusts to change, uncertainty and new demands effectively and remains effective. Achievement orientation is maintaining commitment to achievement goals, persistence, and trying to achieve desired results despite barriers. Positive outlook is having a hopeful, resilient, and positive attitude when dealing with challenges and failures. Initiative is the ability to see an opportunity and act upon it; to follow the process of taking initiative by seeing what opportunities there are, and acting upon them, without waiting to be told what to do; to pursue a possibility, without relying on others for direction. Orientation towards long term goals involves the ability to sustain direction and purpose by prioritizing enduring goals over immediate challenges or temptations. Together these skills can help individuals manage their emotions, stay focused, be resilient and respond to change in a positive way which leads to positive problem solving, positive interactions with others and sustained performance (Goleman, 2000; Goleman et al., 2002).

Self-management is an important accelerator for many aspects of teacher performance (Elias, 2012). When teachers are able to regulate themselves effectively, they can provide clear, consistent instruction and modify their approach in a flexible way that meets the needs of students to build stable and predictable classroom relationships," he writes. On the other hand, a lack of self-regulation can result in emotional fatigue, weak instructional performance and increased occupational stress, which is one of the main causes of teacher retention issues (Elias, 2012). Self-management skills, such as stress management, impulse control and resilience, also have a direct impact on teacher motivation and commitment (Jennings & Greenberg, 2009). Furthermore, teachers who develop emotional balance have higher rates of establishing positive learning environments, enhancing student engagement, and maintaining career satisfaction in the long-term (Brackett & Katulak, 2006). Therefore, the ability to manage oneself is critical to personal health and wellness, but also to maintaining instructional excellence and organizational stability.

Self-control and personal organisation directly support teachers' self-efficacy. Dalanan, 2017; Loni, 2021. Moreover, positive self-management profiles can effectively reduce teachers' work-related stress and improve teachers-pupils relationship (Jianget et al., 2024). In order to develop these skills, educators can implement specific workplace strategies, including creating the routine of using a reflective journal regularly to avoid decision fatigue, incorporating mindful practice to

diminish physiological stress response, and working collaboratively in professional learning communities to share workload management strategies and emotional stress.

McPheat, (2010) posed questions such as: "are you able to stop and think before you act, develop many options for one solution before implementing, analyse the best course of action, prioritise activities so that you can act on them based on urgency, and avoid reflex actions? If not, you lack self-control". He asserts that we constantly need to review our fears and desires for our strong reactions. He further stated that we all have desires for promotions, love, wealth, safety, health, families, and fears such as salary cuts, insecurity about losing our jobs, etc. Knowledge of these desires and fears empowers the understanding of our strong emotional reactions and thus puts us in a better position to analyze situations and come up with more appropriate solutions to them. Additionally, steering clear of your negative self-talk and rehearsing your suggestions and plans before executing them also enhances your self-control.

Palvalin et al. (2017) conducted another study on the productivity of knowledge workers and how the workplace and self-management affect this productivity. The study employed a survey research design, and 998 knowledge workers were sampled to determine that the practices of self-management had a greater impact on individual and team output than the workplace practices of communication and attention. The results indicated that boosting self-management skills can help to increase productivity and quality of products, and indicated that strengthening collaboration between the teams can contribute to the productivity. The study, however, was targeted at teachers, but mostly knowledge workers in the workplace have different work environments than teachers, especially in the areas of classroom management, learner interaction, emotional demands, and instructional responsibilities. Therefore, although the findings demonstrate the importance of self-management for work outcomes, it cannot be taken for granted that this is true for teacher performance.

Likewise, Baridula et al. (2018) employed a cross sectional survey design to explore the association between self-management and employees performance among 178 employees in four mobile telephone companies in Port Harcourt, Nigeria. The study found that self-management had a positive relationship with employee performance, and suggested that telecommunications companies adopt and promote effective self-management strategies for employees. While this result confirms the positive relationship between self-management and performance, the nature of the study and its context (telecommunications employees in Nigeria's corporate workplace) may not have direct applicability to the Kenyan public secondary school context. Both studies give empirical evidence on the value of self-management for the improvement of workplace outcomes, but also show a gap in context which is limited to non-teaching employees and settings outside Kenya. Thus, the current study attempted to add to this body of knowledge by investigating the effect of self-management on teachers' performance in public secondary schools in Machakos County, Kenya, where teachers are working in different instructional, classroom-management, and learner-engagement demands.

Specific Objective

To establish the influence of self-management on performance of teachers in public secondary schools in Machakos County.

Hypothesis

Based on Goleman's Emotional Intelligence Theory, Self-management theory, and the empirical literature reviewed above, the study tested the following null hypothesis:

H₀₁: Self-management has no significant influence on the performance of teachers in public secondary schools in Machakos County.

Research Gap

While many studies have focused on how institutional support and professional development affect teacher performance, little attention has been given to teachers' own self-management practices. There is limited information on how teachers' ability to regulate and manage their work influences their performance, especially among public secondary school teachers in Machakos County. The county's mix of rural and urban schools, together with increasing workloads, creates significant work-related challenges. This study aims to address this gap by examining how teachers' self-management skills influence instructional effectiveness and overall job performance in the region.

Conceptual Framework

A conceptual framework describes the course of a research investigation and anchors it in theoretical ideas (Adom et al., 2018). It shows the relationship between self-management and teacher performance as in Figure 1.

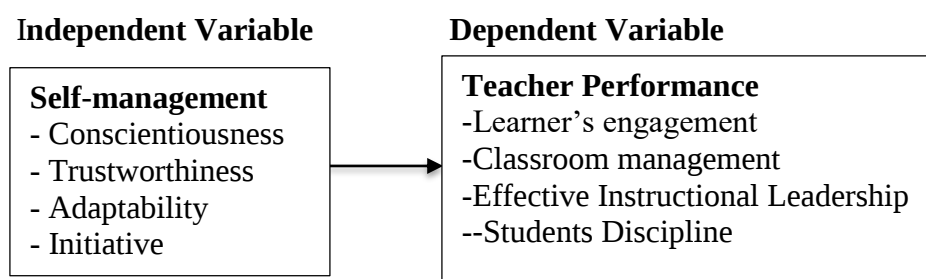


Figure 1: Conceptual Framework

Source: Authors' Conceptualization (2026)

MATERIALS AND METHODS

Research Design and Study Context

The study adopted a mixed research design within a positivist research philosophy. The positivist orientation emphasized objective measurement, empirical evidence, and hypothesis testing, while the mixed design permitted quantitative questionnaire evidence to be complemented by qualitative information from school administrators. The present study focuses on the quantitative relationship between self-management and teacher performance, while using administrator interviews as supporting contextual evidence.

Population and Sampling

Table 1 presents the distribution of the target population and corresponding sample across the three categories of respondents included in the study.

Table 1: Sample Distribution

Category	Target population	Sample
Principal	281	39
Deputy principal	281	39
Other teachers	2,938	408
Total	3,500	486

Source: Authors (2026)

The target population in Table 1 comprised 3,500 teachers in public secondary schools in Machakos County, including principals, deputy principals, senior teachers, subject teachers, heads of department, classroom teachers, special-needs teachers, guidance and counselling teachers, and co-curricular activity teachers. The study reported 377 public secondary schools across nine sub-counties. A sample of 486 respondents was calculated using the Yamane formula, $n = N / [1 + N(e^2)]$, with $N = 3,500$ and an adjusted margin of error of 0.0421. Stratified random sampling was used to represent teacher ranks, while purposive sampling was used for principals and deputy principals. The final quantitative analysis was based on 329 filled questionnaires.

Data Collection Instrument and Procedure

Structured questionnaires and interview schedules were used for collecting primary data. The questionnaire included Likert-scale and open-ended items; self-management and teacher performance were measured on responses of five points Likert scale from 1 = strongly disagree to 5 = strongly agree. Principal and Deputy Principals were interviewed using a structured interview to gather contextual data on teacher performance and self-management. The researcher got research clearance from the National Commission for Science, Technology and Innovation (NACOSTI) and permission from the education authorities of Machakos County. Questionnaires were distributed via drop-and-pick. The overall response rate was 77% (374 research instruments returned out of 486 issued), and 329 questionnaires were complete and usable for quantitative analysis, accounting for 80.6% of questionnaires issued.

Measurement of Self-Management and Teacher Performance

Self-management was operationalized with items that capture the competences highlighted in the study, such as conscientiousness, trustworthiness, adaptability, initiative, emotional self-control, professional boundaries, ethical consistency, and consistency in applying classroom rules. The following factors were used to evaluate teacher performance: learner engagement, classroom management, effective instructional leadership, and student discipline. The constructs were represented by the composite mean scores for the regression analysis.

Reliability and Construct Adequacy

Internal consistency was assessed using Cronbach's alpha. The study reported an alpha coefficient of 0.81 for the eight self-management items and 0.75 for the eight teacher-performance items, indicating satisfactory internal consistency. Sampling adequacy was assessed using the Kaiser–Meyer–Olkin (KMO) measure and Bartlett's test of sphericity. The reported KMO values were 0.61 for self-management and 0.69 for teacher performance, with Bartlett's test significant at $p = 0.001$ for both constructs as reported in Table 2.

Table 2: Reliability and Construct Adequacy

Variable	Cronbach's alpha	Items	KMO	Bartlett's p
Self-management	0.81	8	0.61	0.001
Teacher performance	0.75	8	0.69	0.001

Source: Field Data (2026)

Statistical Analysis

Quantitative data were summarized using frequencies, percentages, means, and standard deviations. Bivariate linear regression was used to estimate the influence of self-management on teacher performance. The model was specified as $Y = \beta_0 + \beta_2 X_2 + \varepsilon$, where Y represents teacher performance, X_2 represents self-management, β_0 is the constant, β_2 is the regression coefficient, and ε is the error term. Statistical significance was evaluated at the 5% level. Before regression, the study assessed multicollinearity, homoscedasticity, normality, and linearity. For the self-management model, the Breusch–Pagan test indicated constant variance ($\chi^2 = 1.68$, $p = 0.1948$), the normality test produced $p = 0.12$, and the Ramsey RESET test supported linearity ($F(3,324) = 0.40$, $p = 0.7542$).

RESULTS

Response and Measurement Quality

Table 3 presents the response rates achieved from the teacher questionnaires and principal and deputy-principal interviews.

Table 3: Response Rate by Data Collection Instrument

Data source	Targeted	Completed/returned	Response rate
Teacher questionnaires	408	329	80.0%
Principal interviews	39	20	51.0%
Deputy-principal interviews	39	25	64.0%
All instruments	486	374	77.0%

As reported in Table 3, the study obtained 329 complete teacher questionnaires for the quantitative analysis. The study reports that 374 of the 486 instruments issued were successfully returned, giving an overall response rate of 77%. The questionnaire-specific return was 329 completed questionnaires, equivalent to 80.6% of the questionnaires distributed. The self-management scale demonstrated satisfactory internal consistency (Cronbach's $\alpha = 0.81$), while the teacher-performance scale also met the reported reliability criterion ($\alpha = 0.75$).

Descriptive Results for Self-Management and Teacher Performance

This section presents descriptive statistics on the influence of emotional intelligence components on the performance of teachers in public secondary schools in Machakos County. The analysis addresses the descriptive results regarding the influence of self-management on teacher performance. In the analysis, the mean and standard deviation ranges are interpreted according to

Likert (1932). A mean score ranging from 1.00 to 1.80 indicates a relatively low level of agreement, implying that the argument is rejected by the vast majority of responders. A mean score of 1.00-1.80 shows an extremely low level of agreement, implying that respondents strongly disagree with the proposition. Scores between 1.81 and 2.60 indicate a low level of agreement, indicating consensus toward disagreement, but scores between 2.61 and 3.40 indicate a moderate or neutral stance, indicating a lack of consensus or a major division among respondents on the subject. A mean score between 3.41 and 4.20 implies that there is substantial agreement, which means that the opinions. On the other hand, a mean score between 3.41 and 4.20 shows significant agreement, which means that the participants' thoughts are near to agreeing with the statement. A mean score between 4.21 and 5.00 shows a very high level of agreement, implying complete endorsement by the respondents.

Self-Management

Table 4 presents the descriptive results on teachers' perceptions of self-management.

Table 4. Teachers' Perceptions of Self-Management

Self-management item	SA %	A %	N %	D %	SD %	Mean	SD
I regularly inspire myself to be innovative in my teaching methods to enhance effective classroom management.	34.35	65.65	0	0	0	4.34	0.47
I always foster a conducive climate that promotes a positive classroom atmosphere and mutual respect among students.	29.18	70.82	0	0	0	4.29	0.45
I have been regularly exposed to professional development opportunities that have increased my adaptability and classroom management skills.	20.36	62.01	0.30	16.72	0.61	3.85	0.95
I often adapt to various classroom management tactics when dealing with a group of students who demonstrate different behaviour patterns or challenges.	27.96	72.04	0	0	0	4.28	0.44
I always ensure that the decisions I make as a teacher are perceived as fair and trustworthy by students.	30.40	69.00	0.30	0	0	4.30	0.48
I always maintain professional boundaries with students while remaining approachable and supportive on matters of discipline.	29.18	70.52	0.30	0	0	4.29	0.46
I always ensure that my behaviours in the classroom are consistent with the school's ethical standards and values for effective classroom management.	28.27	71.73	0	0	0	4.28	0.45
I maintain consistency in enforcing classroom rules and standards, especially when I feel pressured to treat pupils differently.	25.53	74.47	0.30	0	0	4.24	0.44
Composite mean/SD						4.20	0.52

Note. SA = Strongly Agree; A = Agree; N = Neither Agree nor Disagree; D = Disagree; SD = Strongly Disagree.

Source: Field Data (2026)

From Table 4, the findings on the influence of self-management on teacher performance indicate that the respondents generally agreed to a great extent that self-management contributes positively to teacher performance. The results of this study regarding the impact of self-management on teachers' performance suggest that the respondents concurred in the main that self-management has a positive impact on teacher performance. The means varied from 4.34 to 3.85, and the composite mean was 4.20. "*I regularly inspire myself to be innovative in my teaching methods to enhance effective classroom management*", from the data had the highest mean (4.34). This exceptionally, the average of the scores in each of the three categories was calculated, and the results are presented below, a high mean indicates that intrinsic motivation and self-inspiration toward pedagogical practice are high. The most powerful self-management capacities of the teachers are related to innovation. It implies that most teachers actively work towards their own professional development as an orderly agent. Participation of students in their class during engagement time. These and other high means, 4.24, show similar high perceptions 4.28, 4.29, and 4.30 indicate that respondents' perception of self-management as a determinant is very high. For the remaining items, of teacher performance is rated.

On the other hand, the mean score of 3.85 was for the statement, "I have participated in professional development opportunities on a regular basis that have helped me to be more malleable and adaptive. manage my classroom." This is a huge challenge: Teachers are self-motivated to innovate but do not have access to formal institutional support and training systems equally or at all. The teachers' mean scores suggest a very high baseline of teachers' self-management with the majority of individual means very similar (between 4.24 and 4.34). This is reflected by a high level composite mean of 4.20. The overall score of this composite shows that on average, the self-management of teachers in the area of emotional boundary is high in Machakos County, Kenya. some level of setting, ethical consistency and rule enforcement, a sense that they are doing well. While their institutions faced a number of difficulties regarding professional training, they remained in good shape. The standard deviations for the individual items ranged from 0.44 to 0.95, with the mean standard deviation being 0.52. In general, there are moderate differences in the responses around the mean, suggesting a fairly uniform perception among the respondents about how teachers feel about the effect of self-management on their performance. This is a level of moderate. variation strengthens the trustworthiness of the results, in that it shows an un-polarized focus of consensus. among the interviewees. It was also found that the 28.15% participants strongly agree with the statements while 69.53% of the respondents agreed. The mean scores for teachers indicate a very high baseline of self-management with the majority of individual means being very similar (between 4.24 and 4.34). This is reflected by a high level composite mean of 4.20. The overall score of this composite shows that on average, teachers in Machakos County have high levels of self-management in terms of emotional boundary setting, ethical consistency, and rule enforcement, which gives a sense that they are performing well despite various challenges in their institutions in terms of professional training.

The standard deviations for the individual items ranged from 0.44 to 0.95, with the mean standard deviation being 0.52. Overall, this pattern suggests that there are moderate differences in the responses around the mean, suggesting a fairly uniform perception among the respondents about how the influence of self-management on teacher performance is perceived. This level of moderate variation supports the credibility of the results, in that it reveals an unpolarized focus of consensus

among the interviewees. It was also found that 28.15% of the participants strongly agree with the statements, while 69.53% of the respondents agreed.

Teacher Performance

Table 5 presents the descriptive statistics of teacher performance, showing the distribution of respondents' perceptions across the eight performance-related statements.

Table 5: Teacher Performance

Statements	SA %	A %	N %	D %	SD %	Me an	SD
I always involve students in developing classroom rules and expectations to instil a sense of ownership and responsibility.	37.08	62.31	0.0	0.0	0.0	4.36	0.51
I regularly collaborate with other teachers to design school-wide behaviour management strategies.	32.83	66.26	0.9	0.0	0.0	4.32	0.49
I consistently ensure that my communication remains respectful, constructive, and encouraging even when addressing student mistakes or misbehaviour.	27.05	72.04	0.6	0.3	0.0	4.26	0.49
I always ensure that my directions are clear and understandable to all students into enhance classroom efficiency.	32.83	66.26	0.6	0.3	0.0	4.31	0.50
I effectively deal with stress or challenges in the classroom without compromising my leadership or the classroom environment.	31.61	66.87	1.5	0.0	0.0	4.30	0.49
I always adjust my teaching approaches when students are unable to understand a concept or become disengaged.	33.43	66.57	0.0	0.0	0.0	4.33	0.47
I regularly use various strategies to prevent conflicts from escalating during classroom activities.	29.48	70.52	0.0	0.0	0.0	4.29	0.46
I always ensure that discipline is fair and this influences students' willingness to adhere to rules.	26.14	73.86	0.0	0.0	0.0	4.26	0.44
Average						4.3	0.5

Note. SA = Strongly Agree; A = Agree; N = Neither Agree nor Disagree; D = Disagree; SD = Strongly Disagree.

Source: Field Data (2026)

The findings in Table 5 indicate that teachers demonstrated a high level of performance across all measured dimensions. Findings on teacher performance indicate that the respondents generally agreed to a great extent that the evaluated items contribute positively to the improvement of instruction. The individual means ranged from 4.26 to 4.36 with a composite mean of 4.30. On the Likert scale, these scores demonstrate a strong positive perception regarding the role of these specific dimensions in driving teacher performance. Specifically, the most positive rating mean was 4.36, meaning that the respondents strongly agree with the statement, "*I always involve students in rule and expectation development to create a sense of ownership and responsibility*", which reflected that this measure had the greatest impact on teacher performance. The other high means, 4.29, 4.30, 4.31, 4.32, 4.33 also indicate high levels of agreement on the importance of these measures of performance with the respondents. In addition, there was little difference between the means, suggesting that all of the dimensions of teacher performance were deemed to be important.

The overall mean of 4.3 indicates that the factors examined are considered to be important predictors of teacher success in public secondary schools. This helps instructors' transition from a reactive approach in supervision to being a proactive leader. Since students' participation in setting boundaries around behaviors is strongly associated with classroom cooperation, teachers can foster increased participation by actively co-creating rules with students. Thus, the creation of this common respect means no disruption to instruction, much less time spent on discipline, and more time for instruction, all leading to a smooth and highly effective classroom.

The range of the standard deviation was between 0.44 and 0.51, with an average of 0.5. Most of the values were lower than of sat, making it show low dispersion variation of responses around the

mean. The respondents, therefore, had similar perceptions of the impact of the items that were evaluated on the teacher's performance. This low variability helps to reinforce the validity of the results, as the opinions expressed by the respondents are very close to the overall average of 4.30. Finally, these indicators show high degree of consensus among the participants on the effects of these dimensions on the teacher's performance. The study further showed that 31.30% of the participants strongly agreed with the statements while 68.08% of the respondents agreed.

The results suggest that the factors analyzed have a positive influence on teachers' performance in the public secondary schools in Machakos County.

Regression Diagnostics

Before estimating the regression model, diagnostic tests were performed to establish the adequacy of the data for regression analysis, as shown in Table 6.

Table 6: Regression Diagnostics for the Self-Management Model.

Diagnostic test	Statistic	p-value/criterion	Conclusion
Homoscedasticity	$\chi^2 = 1.68$	$p = 0.1948$	No heteroscedasticity
Normality	$p = 0.12$	$p > 0.05$	Normal distribution
Linearity(Ramsey RESET)	$F(3,324) = 0.40$	$p = 0.7542$	Linearity supported

Source: Field Data (2026)

As presented in Table 6, the results provide no evidence of violations of the key assumptions underlying the self-management model. The homoscedasticity test was non-significant ($\chi^2 = 1.68$, $p = .1948$), indicating that the variance of the residuals was sufficiently constant. Similarly, the normality test was non-significant ($p = .120$), supporting the assumption of normally distributed residuals. The Ramsey RESET test was also non-significant, $F(3, 324) = 0.40$, $p = .7542$, indicating no evidence of functional-form misspecification and supporting the model's linear specification. Collectively, these findings indicate that the regression model satisfied the assessed diagnostic assumptions and was therefore suitable for subsequent inferential analysis.

Influence of Self-Management on Teacher Performance

Table 7 presents the results of the simple linear regression analysis examining the influence of self-management on teacher performance. The analysis determined whether there was a significant correlation between self-management and differences in teacher performance among the respondents sampled and the extent to which self-management explained the differences in teacher performance among the respondents sampled.

Table 7: Simple Linear Regression of Self-Management on Teacher Performance

Predictor/Model statistic	Coefficient	Std. Error	t	p-value	Interpretation
Self-management	0.047	0.022	2.10	0.036	Significant positive
Constant	0.519	0.032	16.13	<0.001	Significant
R ²	0.1143				
F-test	8.34			0.001	Model significant
N	329				

Source: Field Data (2026)

From Table 7, the model was statistically significant ($F = 8.34$, $p = 0.001$). Self-management had a positive and statistically significant coefficient ($\beta = 0.047$, $t = 2.10$, $p = 0.036$). The coefficient of determination was $R^2 = 0.1143$, indicating that self-management accounted for 11.43% of the observed variance in teacher performance in the sample, while the remaining variance was associated with factors outside this bivariate model. The estimated regression equation was $Y = 0.519 + 0.047X_2$, where Y denotes teacher performance and X_2 denotes self-management.

Because the coefficient for self-management was statistically significant at the 5% level, the null hypothesis that self-management has no significant influence on the performance of teachers in public secondary schools in Machakos County was rejected.

Qualitative Analysis

The study also gathered qualitative data through interview guidelines distributed to school administrators and deputy principals. To protect confidentiality and arrange the findings, unique interview codes were assigned based on the number of people interviewed. The principals were successfully interviewed and coded as P1 through P20, while the 25 deputy principals were coded as DP1 through DP25 to represent those who participated in the interview sessions.

The qualitative answers of principals and deputy principals confirm the quantitative answers to the teachers' questionnaires. For example, P2 and DP7 agreed that self-management has a statistically significant, positive effect on teacher performance. They found that for better self-management, teachers should engage in the positive cultivation of external habits and at the same time pay attention to the balance of internal regulation. This was reflected in P1's response, which was:

"It is teachers' responsibility to become aware of their own triggers as they can't manage what they don't know". These are the characteristics that enable teachers to better address students' changing needs, including their learning and mental health and well-being.

Likewise, P20 said, *"Feeling managed teachers are more likely to engage in reflective practice"*. This emotional management enables them to stay professional in any stressful disciplinary situations and adapt their teaching style as students respond live.

From the results, it could be concluded that self-management has a significant influence on teacher performance in public secondary schools. This is consistent with a study by Baridula et al. (2018), which examined the relationship between self-management and employee performance within telecommunications companies in Port Harcourt, Nigeria. Their findings revealed a positive correlation between self-management and employee performance. Consequently, the study advised telecoms businesses to develop robust self-management techniques and train their staff accordingly. Similarly, Palvalin et al. (2017) investigated the impact of workplaces and self-management practices on the productivity of knowledge workers. Their research indicated that self-management methods exert a greater influence on individual and team output than workplace communication and attention.

DISCUSSION

The findings suggest that self-management has a significant and positive relationship with teachers' performance in public secondary schools in Machakos County, Kenya. The scores for teacher self-management ($M = 4.20$, $SD = 0.52$) and teacher performance ($M = 4.30$, $SD = 0.50$) were both high. The regression model also confirmed that self-management had a statistically significant positive correlation with teacher performance ($t = 2.10$, $p = .036$, $R^2 = .1143$). The small

amount of variance accounted for in the model, however, indicates that self-management should not be viewed as a strong independent determinant of teacher performance. Instead, the finding puts forth self-management as one of the important individual-level micro-foundations that can be a contributing factor to effective professional practice in addition to other organizational and contextual factors. Teachers' competence in handling behaviour, maintaining professional standards, adapting to teaching needs, and coping with challenging situations thus seems to be related to the enactment of their professional roles.

The finding is in line with Social Cognitive Theory, in which individuals are seen as active agents who can self-regulate and self-evaluate their behaviour and adapt accordingly to the stimuli in the environment (Bandura, 1986, 2001). But in this context, teachers with the ability to control their responses and respond to their teaching may be more likely to be able to keep their classrooms well-managed. This is reasonable based on the qualitative evidence. Three areas were mentioned by principals and deputy principals: understanding the triggers for emotions, professional behaviour in stressful disciplinary moments, and adapting teaching strategies through reflection. The quantitative relationship, therefore, seems to be manifested in observable professional behaviours and not just as a psychological quality or characteristic of the subject. However, the evidence does not indicate that teacher performance is due to the teacher being the sole driver of self-management, as the unexplained variance of the regression model indicates.

This is also in line with previous empirical findings. Baridula (2018) revealed that self-management and employee performance were positively correlated among telecommunication workers in Nigeria, and Palvalin et al. (2017) found that self-management practices were related to individual and team productivity among knowledge workers. The present study broadens these findings to the teaching sector and suggests that self-management is equally applicable to teachers' performance in public secondary schools in Kenya. This extension is relevant because teaching is a continuous interpersonal relationship, which demands that the teacher regulate his/her responses while at the same time responding to the academic, behavioural, and emotional needs of their students. The current study thus indicates that self-management can be a helpful individual-level base for school effectiveness in a more complex social context.

The qualitative results add further understanding to the mechanisms by which self-management could be linked to teacher performance. P1 spoke about the need for teachers to know their feelings and P20 linked good emotional management with reflective practice. These observations complement the quantitative evidence indicating that teachers' ratings were fairly high in areas of adaptability, maintaining professional boundaries, ethical consistency, fair implementation of rules, and adjustment of teaching approaches. The evidence points to an overall indication of self-management in terms of self-regulation of teacher actions, self-reflection, and flexibility in responding to varying classroom demands. These competencies may be a micro-foundation in which teachers are able to conduct themselves and respond appropriately to situations in the classroom.

The small amount of explanatory power of the model (11.43%) is relevant in the interpretation of the result. The relationship between self-management and teacher performance was statistically significant, but the majority of the variation in teacher performance is not explained by the model of self-management. Teacher effectiveness is multi-faceted and can be influenced by other contextual factors such as school leadership, motivation, professional development, workload, resources, and other factors, in addition to teacher performance. This reading is similar to that of

the reciprocal nature of SCT, which focuses on the dynamic interaction between personal attributes, behavior, and the environment. Self-management can thus be considered a part of a larger system of influences instead of a primary factor that shapes teacher performance.

The implications of the results are for leadership and teacher development programs in schools. The mean rating for professional-development exposure ($M = 3.85$, $SD = 0.95$) was lower than for the other self-management competencies, suggesting a potential area for increased focus by institutions. This is not a sign of a performance shortfall – it is a sign of school's opportunity to increase the conditions that enable teachers to develop and sustain self-management competencies. Emotional regulation, reflective practice, adaptability, classroom-management strategies can be integrated into communities of practice, mentoring, and professional learning activities. Initiatives should be supported by school environments that enable teachers to use these competencies in their practice, as the role that individual teachers play in supporting students with self-management is likely to be contingent on the institutional support they receive.

It is important to note that school leaders might want to incorporate SM development as part of current professional development and teacher support systems. Emotionally resilient and adaptive coping, reflective practice, and positive responses to stressors within the classroom can be supported through the implementation of training programmes. Collaborative professional-learning opportunities and peer mentoring groups can also serve as real-world arenas where teachers can explore and discuss strategies for addressing challenging situations with evidence-based practices. A positive organizational culture can help to reinforce these individual capacities through proper guidance and opportunities for teachers to apply these capacities. There is a need to focus, therefore, on designing complementary individual and institutional conditions that support the development of skills in self-management that can be translated to ongoing professional practice and, indirectly, to improved learning experiences for learners.

In general, the study found that self-management is an appropriate individual level variable in teacher performance and also has given additional empirical evidence to support its application in the corporate and knowledge-work context in which many of the past studies have been conducted, as well as in public secondary schools in Kenya. Combining quantitative and qualitative data, it is concluded that teachers' self-regulation, reflection, adaptability, and adapting to classroom requirements are important things in professional practice. The low predictive value of the model suggests that these skills should be considered as a sub-microscopic foundation of teachers' effectiveness and not as a main or sufficient explanation of their effectiveness. Their contribution should be seen in the broader context of the organizational, leadership, motivational, and contextual factors are important aspects of effective teacher performance.

Limitations

This study's evidence was largely cross-sectional and self-reported, making the causal interpretations of evidence somewhat limited and the potential for common method and social desirability effects possible. While the bivariate regression analysis did not account for other factors affecting teacher performance, administrator interviews confirmed some of the qualitative findings. Moreover, the study only looked at public secondary schools in Machakos County, Kenya, and therefore cannot directly be generalized to other counties, school systems or private schools.

Longitudinal study designs, objective measures of teacher performance, and multivariable modeling that includes school leadership, workload, motivation, organizational climate, and professional development exposure could be used in future studies.

Conclusion

The study found that self-management is positively and significantly related to teacher performance in public secondary schools in Machakos County, Kenya. The results have shown that teachers' ability to regulate themselves and adapt, behave ethically, be self-initiated, and be responsible are important aspects of effective professional performance. The results of regression further confirmed that there was a statistically significant relationship between self-management and teacher performance ($\beta = 0.047$, $p = .036$), which accounted for 11.43% of the variance in teacher performance. The modest percentages of variance explained, however, suggest that self-management is not an explanation of performance, but one aspect of teacher effectiveness. Therefore, the results suggest that self-management is a meaningful individual resource in the context of the study when it comes to explaining teachers' performance.

Practical Implications

The results carry significant practical implications for teacher education, institutional policy and school management. Self-management skills should be systematically integrated into ongoing teacher development programs, focusing on emotional control, reflection, flexibility, self-initiative and effective classroom management. These interventions should be added to supportive working practices, positive leadership frameworks and ongoing professional learning opportunities.

Therefore, teacher performance should not be a phenomenon of self-management alone on the part of teachers. Rather, individual competencies need to be enhanced and supplemented with comprehensive organizational management systems, which will furnish the requirements for such competencies. Resources, psychological safety, and structured alignment enable teachers to use their resource competencies effectively.

Moreover, these can be used as tools by institutional bodies like the Teacher Service Commission to leverage into the assessment process as a key skill to develop, along with emotional intelligence and empathy. Interpersonal regulation is formally identified as a key feature of educational excellence. When structural governance aligns with individual emotional intelligence, schools create resilient, collaborative environments that enhance both teacher retention and student achievement.

Limitations and Future Research

This study had several limitations. First, the cross-sectional design and the use of self-reported measures restrict the extent to which causal inferences can be drawn, and common method and social desirability biases are possible. Second, the bivariate regression model failed to consider other factors at the individual and organisational level which may affect teacher performance. Administrator interviews were used to provide context for some of the findings from the quantitative data, but were not designed to test causal relationships among the qualitative data. Thirdly, the study was conducted in the public secondary schools in Machakos County, Kenya, and the results would not be directly generalised to other counties, school systems or private schools.

Future studies should aim to use multi-source measures of teacher performance, as well as objective measures of teacher performance, and longitudinal designs to enhance causal inference and minimize possible common method bias. The school leadership, teacher motivation, workload, organisational climate, and teacher exposure to professional development are factors that could be added to the multivariable model to explain teacher performance better than the two-factor model. To support the robustness and generalizability of results, the study could be replicated across counties and across public and private secondary schools.

DECLARATIONS

Funding

No external funding was obtained during this study.

Data Availability Statement

Available from the corresponding author upon reasonable request, subject to applicable ethical and institutional requirements.

Conflicts of Interest

The authors declare no conflicts of interest in this study.

REFERENCES

- Asrar-ul-Haq, M., Anwar, S., & Hassan, M. (2017). Impact of emotional intelligence on teacher's performance in higher education institutions of Pakistan. *Future Business Journal*, 3(2), 87–97. <https://doi.org/10.1016/j.fbj.2017.05.003>.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman
- Bandura, A. (2006). Towards a psychology of human agency. *Perspectives on psychological Science*, 1(2), 164-180. <http://doi.org/10.1111/j.1745-6916.2006.00011.x>
- Baridula, V., Kumanwee, F., & Ndukwu, C. (2018). Evaluating the influence of self-regulation on job performance in Champion Brewery, Plc, Uyo, Akwa Ibom State, Nigeria. *International Journal of Research and Scientific Innovation (IJRSI)*.
- Botha, R. J. N., & Hugo, J.-P. (2021). Effective mentoring to improve job satisfaction among beginner teachers at South African primary schools. *Research in Social Sciences and Technology*, 6(3), 64–81. <https://doi.org/10.46303/ressat.2021.26>
- Boyatzis, R., Goleman, D., & Rhee, K. (2000). Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory (ECI). In R. Bar-On & J. D. A. Parker (Eds.), *Handbook of emotional intelligence* (pp. 343–362). Jossey-Bass.
- Creswell, J. W., & Creswell, D. J. (2020). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Danielson, C. (2013). *The framework for teaching evaluation instrument*. Charlotte Danielson.
- Davis, J. R. (2017). From discipline to dynamic pedagogy: A re-conceptualization of classroom management. *Berkeley Review of Education*, 6(2), 129–153. <https://doi.org/10.5070/B86110024>
- Dessler, G. (2020). *Human resource management* (16th ed.). Pearson Education.
- Drigas, A. S., & Papoutsis, C. (2018). A new layered model on emotional intelligence. *Behavioral Sciences*, 8(5), 45. <https://doi.org/10.3390/bs8050045>
- Druskat, V. U., Sala, F., & Mount, G. (2013). *Linking emotional intelligence and performance at work: Current research evidence with individuals and groups*. Psychology Press.
- Franklin, H., & Harrington, I. (2019). A review into effective classroom management and strategies for student engagement: Teacher and student roles in today's classrooms. *Journal of Education and Training Studies*. <https://doi.org/10.11114/jets.v7i12.4491>
- Goleman, D. (1995). *Emotional intelligence*. Bantam Books.
- Goleman, D. (2002). *The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations*. Jossey-Bass.
- Goleman, D. (2012). *Emotional intelligence: Why it can matter more than IQ* (25th anniversary ed.). Bantam Books.
- Goleman, D., Boyatzis, R. E., & McKee, A. (2002). *Primal leadership: Learning to lead with emotional intelligence*. Harvard Business School Press.

- Joshi, A., Kale, S., Chandel, S., & Pal, D. K. (2015). Likert scale: Explored and explained. *British Journal of Applied Science & Technology*, 7(4), 396–403. <https://doi.org/10.9734/BJAST/2015/14975>
- Kanya, N., Fathoni, A. B., & Ramdani, Z. (2021). Factors affecting teacher performance. *International Journal of Evaluation and Research in Education*, 10(4), 1462–1468. <https://files.eric.ed.gov/fulltext/EJ1328059.pdf>
- Kgosiemang, T. P., & Khoza, S. D. (2022). The effects of emotional intelligence on teachers' classroom performance: A case of primary schools in Southeast Region of Botswana. *Research in Social Sciences and Technology*, 7(3), 65–85. <https://doi.org/10.46303/ressat.2022.18>
- Kothari, C. R., & Garg, G. (2014). *Research methodology: Methods and techniques* (3rd ed.). New Age International.
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 140, 1–55.
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3–34). Basic Books.
- Mérida-López, S., & Extremera, N. (2017). Contributions of work-related stress and emotional intelligence to teacher engagement: Additive and interactive effects. *International Journal of Environmental Research and Public Health*, 14(10), 1156. <https://doi.org/10.3390/ijerph14101156>
- Mugenda, M. O., & Mugenda, A. G. (2003). *Research methods: Quantitative and qualitative approaches* (Rev. ed.). African Centre for Technology Studies Press.
- Palvalin, M., van der Voordt, T., & Jylhä, T. (2017). The impact of workplaces and self-management practices on the productivity of knowledge workers. *Journal of Facilities Management*, 15(4), 423–438. <https://doi.org/10.1108/JFM-03-2017-0010>
- Pintrich, P.R. (2000). The role of goal orientation in self-regulated learning. In M. Boekaerts, P.R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp.451-502). Academic press. <http://doi.org/10.1007/s10648-004-0006-x>
- Pintrich, P.R. (2004). A conceptual framework for assessing motivation and self-regulation learning in college students, *Educational Psychology Review*, 16(4), 385-407. <http://doi.org/10.1007/s10648-004-006-x>
- Qualter, P., & Pool, L. D. (2018). *An introduction to emotional intelligence*. Wiley-Blackwell.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9(3), 185–211.
- Sambu, J. K. (2019). The impact of emotional intelligence on job performance: A case of an international school in Nairobi, Kenya. *International Journal of Innovative Research and Development*, 8(5), 127–138. <https://doi.org/10.24940/ijird/2019/v8/i5/MAY19059>
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill-building approach* (6th ed.). Wiley.

- Werimba, M. M. (2024). Enhancing educational excellence: An analysis of teacher capacity building and its impact on instructional delivery in public secondary schools in Kenya. *World Journal of Advanced Research and Reviews*, 21(3), 995–1002. <https://doi.org/10.30574/wjarr.2024.21.3.0268>
- Yamane, T. (1967). *Mathematical formulae for sample size determination*. Harper & Row.
- Zimmerman, B. J (1989). Asocial cognitive view of self-regulated academic learning. *Journal of Education psychology*, 81(3), 329-339. <http://doi.org/10.1037/0022-0663.81.3.329>.
- Zimmerman, B. J (2000). Attainment of self-regulation: Asocial cognitive perspective. In M.Boekaerts, P.R.Pintrich, & Zeidner (Elds.), *Handbook of regulation* (pp.13-39). Academic press. <https://doi.org/10.1016/B978-012109890-2/50031-7>.
- Zimmerman, B. J (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal* 45(1), 166-183. <https://doi.org/10.3102/0002831207312909>.

License

Copyright (c) 2026 Jemmy Mumbua Mutua, Dr. Jacinta Kinyili (PhD), Dr. James Karau (PhD)



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

Authors retain copyright and grant the journal right of first publication with the work simultaneously licensed under a [Creative Commons Attribution \(CC-BY\) 4.0 License](https://creativecommons.org/licenses/by/4.0/) that allows others to share the work with an acknowledgment of the work's authorship and initial publication in this journal.