

**INFLUENCE OF PRINCIPALS' TEACHER MOTIVATION STRATEGIES ON
STUDENTS' PERFORMANCE IN THE KENYA CERTIFICATE OF SECONDARY
EDUCATION IN MANDERA EAST SUB-COUNTY, KENYA**

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**A research Project Submitted in Partial fulfilment of the Requirements for the Award of
Master of Education Degree in Management, Administration and Leadership of Mount
Kenya University**

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DECLARATION

I declare that this research project is my original work and has not been presented in any other university

Signed..........

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This research project has been submitted for examination with my approval as the University Supervisor

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DEDICATION

I sincerely thank my father, Hussein Ahmed, uncle Adan Salat, and my university's faculty for their unwavering support during my academic journey.

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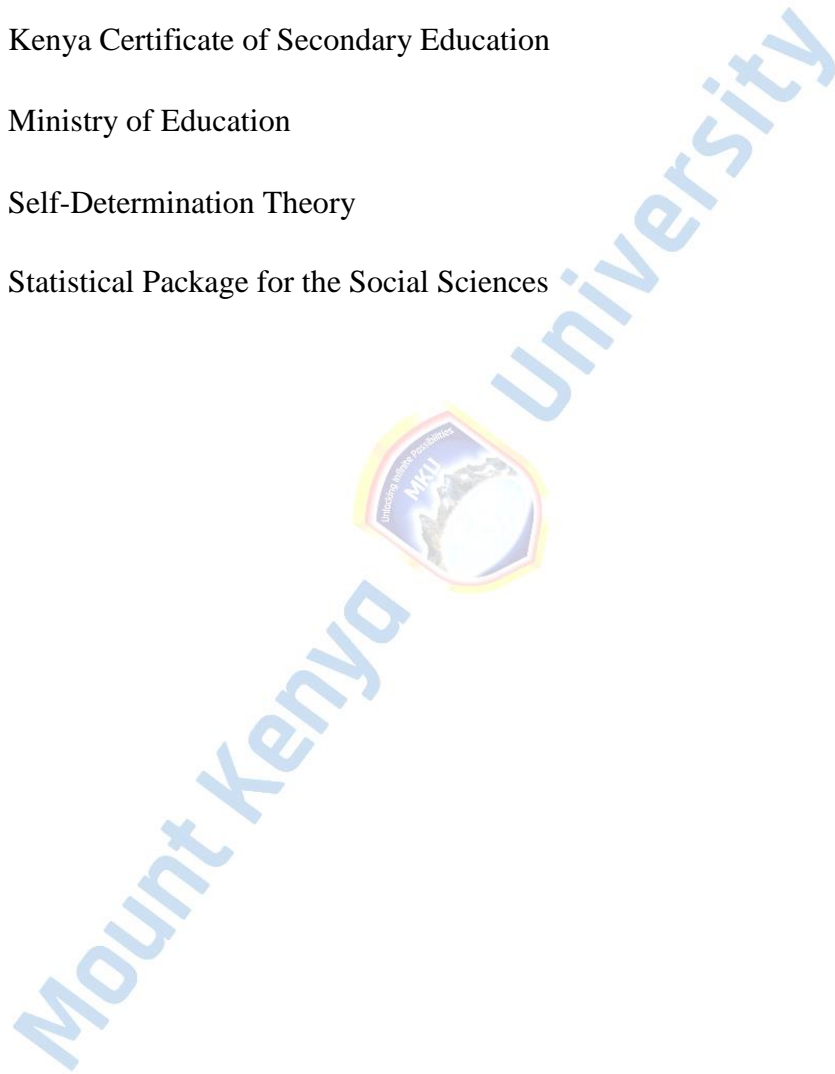


ABSTRACT

The academic performance of students in public schools within Mandera East Sub-County remains a persistent concern, marked by consistently low examination scores below the requisite mean grade of C+ for university entry. Data from the Mandera East Sub-County Education Office (2021) reveals a significant academic challenge, as only 224 out of 2,058 candidates who sat for the 2021 Kenya Certificate of Secondary Education (K.C.S.E) examination achieved a grade of C+ and above. The study aimed to evaluate the influence of principals' teacher motivation strategies on Kenya Certificate of Secondary Examination (KCSE) performance in Mandera East Sub-County. It focused on four key objectives: examining the influence of principals' teacher recognition, professional development opportunities, supportive leadership, and communication strategies on academic performance. The research was grounded in Self-Determination Theory and Expectancy-Value Theory, using a mixed methods approach that combined quantitative and qualitative analyses. The target population included 14 secondary school principals and 288 teachers across 14 schools (7 boys' schools, 5 girls' schools, and 2 mixed public schools), totaling 302 individuals. A simple random sampling method selected 75 respondents for the study. Data were collected through questionnaires and interviews, with the validity of instruments ensured through expert review and revisions to address ambiguities. Quantitative data were analyzed using descriptive statistics such as percentages, frequencies, means, and standard deviations, while qualitative data were analyzed thematically and presented narratively. Pearson's Correlation method was used to obtain correlation coefficients, revealing significant relationships between the motivational strategies and KCSE performance. The correlation analysis revealed strong positive relationships between principals' teacher motivation strategies and Kenya Certificate of Secondary Examination (KCSE) performance in Mandera East Sub-County. Significant correlations were found between teacher recognition ($r = 0.853$), professional development ($r = 0.860$), supportive leadership ($r = 0.857$), and communication strategies ($r = 0.901$) with KCSE performance, all significant at $p < 0.05$. Regression analysis showed that 65.7% of the variation in KCSE performance was explained by these factors, with the model significantly predicting performance ($F = 10.033$, $p < 0.001$). Based on the findings, the study concluded that recognizing and rewarding teachers enhances their motivation and academic performance. Professional development opportunities are crucial for improving teaching practices and student outcomes. Supportive leadership creates a positive learning environment, while effective communication strategies foster trust and collaboration, leading to better academic achievements. The study therefore recommended that secondary schools should enhance recognition and reward systems for teachers, prioritize professional development, adopt supportive leadership practices, and strengthen communication strategies to improve academic performance.

LIST OF ABBREVIATIONS AND ACRONYMS

EVT	Expectancy-Value Theory
K.C.S.E	Kenya Certificate of Secondary Education
MoE	Ministry of Education
SDT	Self-Determination Theory
SPSS	Statistical Package for the Social Sciences



CHAPTER ONE

1.0 Introduction

This chapter centers on providing information about the study, such as the context in which it was conducted, the problem statement, the purpose and objectives of the study, the research questions, the reasons for conducting the study, its significance, the assumptions made, the study's scope, limitations, and delimitations. Additionally, the chapter includes a list of definitions for key terms used throughout the study.

1.1 Background of the Study

Principals' teacher motivation strategies encompass various approaches employed by school principals to enhance the motivation and engagement of their teachers. These strategies aim to create a supportive and stimulating work environment that fosters professional growth and ultimately improves academic performance. The significance of effective teacher motivation is underscored by research indicating that approximately 60% of teachers report feeling undervalued in their roles, which can lead to high turnover rates and diminished educational outcomes (Karakaya & Kırmızı, 2018). Principals' leadership strategies, such as providing constructive feedback and praise from both colleagues and the principal, significantly contribute to enhancing teachers' feelings of security, motivation, confidence, and self-esteem. Teachers consistently anticipate feedback on their accomplishments, recognition, and praise, as this serves as a probable source of their motivation. Furthermore, professional development opportunities contribute to teachers' sense of efficacy and competence, leading to increased motivation and improved instructional practices, ultimately benefiting student achievement (Hill et al., 2017).

Another important strategy is recognizing and acknowledging teachers' efforts and achievements. Research suggests that when principals provide feedback and praise for teachers' hard work and successes, it fosters a positive and supportive school climate. Recognition can take various forms, including public acknowledgment, awards, or even small gestures like personalized thank-you notes (Frisby, 2019). Such gestures reinforce teachers' intrinsic motivation, job satisfaction, and commitment, which are strongly linked to student academic performance (Jang, 2016). Moreover, principals can encourage shared decision-making and collaboration within the school community. Involving teachers in decision-making processes, such as curriculum development or school improvement planning, empowers them and increases their sense of ownership and motivation (Leithwood et al., 2019). Collaborative environments promote professional dialogue, knowledge sharing, and a sense of belonging, all of which contribute to improved instructional practices and student outcomes (Goddard et al., 2017).

Principals who grant teachers a certain level of autonomy and involve them in decision-making processes have been found to foster a sense of empowerment and motivation among teachers. This approach can lead to increased engagement, creativity, and ultimately, improved academic outcomes (Liou, 2016). Furthermore, principals who exhibit transformational leadership qualities, such as providing intellectual stimulation, individualized support, and setting high expectations, have been found to positively influence teacher motivation and student achievement (Leithwood et al., 2018). Through implementing these teacher motivation strategies, principals can create a conducive environment where teachers feel supported, empowered, and motivated to excel in their roles. As a result, increased teacher motivation has been linked to improved instructional practices, enhanced student engagement, and ultimately, better academic performance (Hoy et al., 2019).

Globally, including in India, principals play a crucial role in motivating teachers and improving academic performance. According to Jain et al. (2019), principals who provide guidance, mentoring, and resources to teachers foster a positive work environment. When teachers feel supported and valued, it leads to increased motivation, job satisfaction, and better academic outcomes. Sharma and Yadav's study (2017) in India highlights that principals prioritizing professional development opportunities enhance teachers' skills and instructional practices. Through facilitating workshops, seminars, and training programs, principals contribute to improving teaching techniques, positively impacting student learning. Additionally, fostering a culture of collaboration and teamwork among teachers improves academic performance in most schools in India (Singh, 2016). Singh's study reveals that when teachers work together, share ideas, and engage in collaborative planning, it leads to the development of innovative teaching strategies and improved classroom practices.

In China, research conducted by Wang and Hallinger (2015) reveals that school principals who implement effective teacher motivation strategies positively impact instructional quality. Motivated teachers are more likely to actively engage students, use innovative teaching methods, and tailor instruction to individual student needs. These factors contribute to improved learning outcomes and enhanced academic performance. Chen et al. (2019) also demonstrated that principals who prioritize teacher motivation create a positive school climate that can positively impact students' academic performance. When teachers are motivated and satisfied with their work, it creates a conducive environment for teaching and learning. Furthermore, motivated teachers tend to establish positive and supportive relationships with students, enhancing student motivation, engagement, and academic performance. Effective teacher-student relationships foster a sense of belonging and create a conducive learning environment (Wang & Hallinger, 2015).

In the Philippines, effective teacher motivation strategies implemented by principals have led to improved instructional quality. Abadiano (2016) revealed that intrinsic motivation factors, such as job satisfaction, personal fulfillment, and a sense of achievement, were strongly associated with higher job performance among teachers in the Philippines. Dela Rosa, Garingan, and Serafica (2020) focused on exploring the relationship between teacher motivation, school climate, and student performance in the Philippine context and found a significant positive relationship between teacher motivation and student performance. When teachers reported higher levels of motivation, students tended to achieve better academic outcomes.

Regionally, Ngcobo and Govender (2019) conducted a study to investigate the impact of principalled teacher motivation strategies on instructional quality in South African primary schools. The study revealed that principals who implemented effective teacher motivation strategies had a positive impact on instructional quality. Motivated teachers were more likely to use innovative teaching approaches, employ student-centered methods, and provide timely feedback. In South Africa, the Ministry of Education (MoE) has accorded teachers tailor-made compensation to reward their critical skills, which reduces employee turnover and, in turn, reduces the cost of running the school. Additionally, a fund has been introduced to help inspire employees to advance their knowledge, skills, and abilities through continuous education (Makhuzeni & Barkhuizen, 2015). In Tanzania, Zalwango (2014) found that motivated teachers are more likely to give their all, leading to improved job performance. In Cameroon, Apolline (2015) studied motivational strategies used by principals in managing schools, specifically in selected secondary schools in the Fako Division of the Southwest Region of Cameroon. The study revealed that the impact of motivational strategies employed by principals on the attainment of school goals depends on the administrative and managerial styles of the principal. Strategies such as empathy, support,

care, fairness in academic and disciplinary matters, positive leadership, and transformational leadership style were found to help teachers feel motivated.

The quality of education is critical for socio-economic development, and it is a major concern for many countries, including Kenya. The Kenyan government has made significant efforts to improve the quality of education in the country, particularly at the primary and secondary school levels. However, despite these efforts, the academic performance of students in many schools remains low. According to the Kenya Certificate of Secondary Education (KCSE) statistics, the national mean score has fluctuated, with 2019 recording a mean of 5.2, 2020 at 5.0, and 2021 at 4.8, indicating a concerning trend in academic performance across the country. Mandera East SubCounty is one such region where academic performance has been consistently low, and this has been a cause of concern for education stakeholders. One of the factors that have been identified as contributing to low academic performance is the lack of teacher motivation. Table 1.1 presents the results for the KCSE examinations in Mandera East Sub-County schools from 2019 to 2021.

Table 1: KCSE Examinations in Mandera East Sub-County Schools (2019-2023)

Year	Mean Grade
2019	4.03
2020	5.06
2021	3.60
2022	3.45
2023	3.25

Source: Mandera County Report 2019-2023

Further analysis of the data indicates that only 4 out of the 14 public secondary schools in the subcounty, which participated in the national examination between 2019 and 2020, managed to attain a mean grade above 5.00 points. This suggests that the majority of schools in the sub-county are struggling to achieve satisfactory academic results. The mean grade for public secondary schools in Mandera East Sub-County has shown a declining trend in recent years. In 2020, the

mean grade stood at 5.06, dropping to 4.03 in 2019, and further declining to 3.60 in 2021. The declining performance trend continued in the subsequent years, with the mean grade for 2022 recorded at 3.45 and for 2023, it further decreased to 3.25. This continued decline highlights the persistent challenges faced by schools in the sub-county, further raising concerns about the factors impacting student performance, particularly the role of teacher motivation, resource allocation, and other systemic issues.

1.2 Statement of the Problem

Despite the essential role of education in individual and societal development, the academic performance of students in public schools within Mandera East Sub-County remains a persistent concern, marked by consistently low examination scores below the requisite mean grade of C+ for university entry. Data from the Mandera East Sub-County Education Office (2021) reveals a significant academic challenge, as only 224 out of 2,058 candidates who sat for the 2021 Kenya Certificate of Secondary Education (K.C.S.E) examination achieved a grade of C+ and above. This alarming statistic underscores a low percentage of students meeting university entry requirements.

Further analysis of the data highlights that merely 4 out of the 14 public secondary schools in the sub-county attained a mean grade above 5.00 points during the national examination between 2019 and 2020. This suggests widespread difficulties in achieving satisfactory academic results across the majority of schools in the sub-county. Over the past years, a concerning declining trend in mean grades for public secondary schools in Mandera East Sub-County has been observed. The mean grade dropped from 5.06 in 2020 to 4.03 in 2019 and further declined to 3.6 in 2021. These figures point to a substantial challenge in maintaining and improving academic performance levels within the sub-county. In order to address the issue of poor academic performance effectively, it is imperative to gain a comprehensive understanding of the underlying factors influencing student

achievement. Therefore, this study aims to determine the specific impact of principals' teacher motivation strategies on Kenya Certificate of Secondary Examination Performance in Mandera East Sub-County.

1.3 Purpose of the Study

The purpose of the study was to determine the influence of principals' teacher motivation strategies on Kenya Certificate of Secondary Examination Performance in Mandera East Sub-County.

1.4 Objective of the Study

- i. To determine the influence of principals' teacher recognition on academic performance of secondary schools in Mandera East Sub-County.
- ii. To examine the influence of principals' teacher professional development opportunities on academic performance of secondary schools in Mandera East Sub-County.
- iii. To establish the influence of principals' teacher supportive leadership on academic performance of secondary schools in Mandera East Sub-County.
- iv. To determine the influence of principals' teacher communication strategies on academic performance of secondary schools in Mandera East Sub-County.

1.5 Research Questions

- i. How does principals' teacher recognition influence the academic performance of secondary schools in Mandera East Sub-County?
- ii. What is the influence of Principals' Teacher professional development opportunities on the academic performance of secondary schools in Mandera East Sub-County?
- iii. How does Principals' Teacher supportive leadership influence the academic performance of secondary schools in Mandera East Sub-County?

- iv. What is the influence of Principals' Teacher communication strategies on the academic performance of secondary schools in Mandera East Sub-County?

1.6 Justification of the Study

The study is justified due to the consistently low academic performance in secondary schools within Mandera East Sub-County, as evidenced by declining KCSE results from 2019 to 2023. Improving the quality of education is crucial for socio-economic development, and principals play a significant role in shaping teacher motivation, which directly impacts student performance. This study seeks to identify specific motivational strategies used by principals, such as teacher recognition, professional development, supportive leadership, and communication, and their influence on academic outcomes. The findings will provide valuable insights for education stakeholders, including policymakers, school administrators, and teachers, by highlighting effective leadership practices that can improve both teacher morale and student performance, thus addressing the critical issue of declining academic standards.

1.7 Significance of the study

The study will be significant to the following groups as discussed below.

1.7.1 School Principals

The study will provide principals with valuable insights into effective teacher motivation strategies. They will benefit from understanding how specific strategies can positively impact KCSE performance. Through implementing these strategies, principals can create a conducive learning environment, enhance teacher motivation, and improve overall academic outcomes in their schools.

1.7.2 School Teachers

Teachers will benefit from the study by gaining knowledge about effective motivation strategies. Understanding how principals' strategies can enhance their motivation levels will help teachers feel supported, valued, and motivated in their roles. As a result, they can enhance their instructional practices, engage students effectively, and contribute to improved KCSE performance.

1.7.3 Students

The study's findings will directly benefit students by positively impacting their KCSE performance. When teachers are motivated and utilize effective teaching strategies, students are more likely to be engaged, receive high-quality education, and achieve better results in their exams. This will enhance their learning experience and future prospects.

1.7.4 Parents/Guardians

Parents and guardians of students in Mandera East Sub-County will benefit from the study as it can lead to improved KCSE performance. Higher academic achievements can open up opportunities for their children's future education and career prospects. The study's findings can provide reassurance to parents and guardians that the school system is committed to implementing effective teacher motivation strategies for better outcomes.

1.7.5 Education Authorities

The study will benefit education authorities at the regional and national levels. The findings can inform policy and decision-making related to teacher motivation strategies and their impact on KCSE performance. This knowledge can guide the allocation of resources, professional development programs, and policy initiatives aimed at improving educational outcomes in Mandera East Sub-County and similar regions.

1.7.6 Education Researchers and Scholars

The study adds to the existing body of knowledge on teacher motivation and its influence on KCSE performance. Researchers and scholars in the field of education can benefit from the study's findings and use them to further explore the dynamics of teacher motivation and its impact on student achievement. This can contribute to the advancement of educational research and inform future studies in similar contexts.

1.8 Scope of the study

The study focused specifically on principals' teacher motivation strategies and their influence on KCSE performance in Mandera East Sub-County. Principals' teacher recognition and rewards, professional development opportunities, supportive leadership, and communication strategies were used as independent variables, with KCSE performance as the dependent variable. The study was conducted in Mandera East Sub-County, Mandera County, Kenya, over a two-month period from June to July 2023, during which data was collected.

1.9 Assumptions of the study

The researcher assumed that study participants would be cooperative and willing to dedicate time to complete the questionnaires. It was also assumed that the participants would provide honest and accurate responses, which are essential for the validity of the findings. Additionally, the study assumed that the sample would be representative of the larger population, allowing for the generalization of the results to the wider context of Mandera East Sub-County secondary schools.

1.10 Limitation of the Study

Contextual Specificity: Findings could have been specific to Mandera East Sub-County, limiting their generalizability to other regions or sub-counties in Kenya due to unique socio-cultural factors and characteristics.

Self-Report Bias: Reliance on self-reported data might have introduced biases like social desirability or recall bias, potentially impacting the accuracy of reported experiences and perceptions.

Confounding Variables: Inability to control for all confounding variables, such as students' socioeconomic background or prior academic achievements, might have introduced alternative explanations for the observed relationship between teacher motivation strategies and KCSE performance.

1.11 Delimitations of the Study

The study focused specifically on Mandera East Sub-County, limiting the generalizability of the findings to other regions or sub-counties in Kenya. The unique educational, cultural, and socioeconomic context of Mandera East Sub-County influenced the results. The study was delimited to a specific time period, such as a particular academic year or a defined number of years. This time restriction allowed for a focused analysis of the influence of principals' teacher motivation strategies on KCSE performance within that specific timeframe. The study concentrated on a specific grade level within the secondary education system, such as Form Four students preparing for the KCSE. Focusing on a particular grade level helped to narrow the scope and target the specific stage of education where the examination performance was measured. The study specifically examined principals' teacher motivation strategies, such as professional development programs, rewards, or mentoring, without considering other potential factors that could influence teacher motivation and KCSE performance.

1.12 Operational Definition of Terms

Principals' Teacher Recognition and Rewards: This refers to the actions and initiatives implemented by school principals to acknowledge and reward the efforts and achievements of teachers. It includes public recognition, incentives, bonuses, promotions, or other forms of acknowledgment.

Principals' Teacher Professional Development Opportunities: This refers to the various learning and growth opportunities provided by principals to enhance teachers' knowledge, skills, and instructional practices. It encompasses workshops, seminars, training programs, conferences, or other forms of professional development activities.

Principals' Teacher Supportive Leadership: This refers to the leadership approach and behaviors exhibited by principals that create a supportive and nurturing environment for teachers. It includes providing guidance, mentorship, resources, and emotional support, as well as promoting collaboration and creating opportunities for professional growth.

Principals' Teacher Communication Strategies: This refers to the methods and approaches employed by principals to effectively communicate with teachers. It includes clear and timely dissemination of information, fostering open and transparent communication channels, promoting two-way communication, and actively listening to teachers' perspectives and concerns.

KCSE Performance: This refers to the academic achievement and outcomes of students in secondary schools in Kenya as assessed through the Kenya Certificate of Secondary Education (KCSE) examination. Performance is usually measured by the grades or scores obtained by students in various subjects and overall in the examination.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a discussion of relevant theories and empirical literature. It presents the conceptual framework, emphasizing the key factors involved. Additionally, the study encompasses the operational framework and a thorough examination of the research gaps.

2.2 Empirical Literature Review

Empirical Literature Review refers to a critical analysis and synthesis of existing research studies and empirical evidence related to a specific research topic or question. In an empirical literature review, the focus is on reviewing published studies that have used empirical research methods.

2.2.1 Principals' Teacher Motivation Strategies on Kenya Certificate of Secondary Examination Performance

As noted by Makarova et al. (2021), teachers who feel valued and appreciated are more likely to be engaged in their work and committed to student success. This form of extrinsic motivation, when properly administered by school principals, fosters a positive work environment, reduces absenteeism, and encourages teachers to go above and beyond in preparing students for examinations such as the KCSE. Recognition can take the form of awards, promotions, or public acknowledgment, all of which contribute to a teacher's sense of accomplishment and motivation to excel.

According to Murtaza et al. (2022), teachers who engage in professional development activities are more equipped to handle classroom challenges and implement effective teaching practices, leading to better student performance in standardized tests like the KCSE. In the context of

secondary education, such opportunities help teachers adapt to evolving educational needs, thereby directly influencing academic outcomes.

In a recent study, Louis et al. (2020) argue that supportive leadership is one of the most effective ways to enhance teacher motivation. Principals who provide regular feedback, create a supportive atmosphere, and actively engage with teachers help reduce workplace stress and build a sense of community. Teachers who feel supported are more likely to remain focused on their teaching responsibilities, contributing to higher academic performance among students. In schools where principals demonstrate strong supportive leadership, teachers feel more valued, leading to greater job satisfaction and improved student results in examinations like the KCSE.

Wang et al. (2019) highlight that clear and consistent communication ensures that teachers are well-informed about school objectives, expectations, and strategies to improve academic performance. A principal who fosters open lines of communication with teachers creates a collaborative environment where teachers feel more involved in decision-making processes. This not only boosts teacher morale but also aligns their efforts towards common goals, such as improving KCSE results. Regular communication helps clarify roles and responsibilities, minimizing misunderstandings and enhancing overall school performance.

2.2.2 Principals' Teacher Recognition

Principals' teacher recognition and rewards refer to the systematic acknowledgment and incentives provided by school leaders to appreciate the efforts and accomplishments of teachers. These recognitions can manifest in various forms, including verbal praise, certificates of appreciation, financial bonuses, opportunities for professional development, and additional responsibilities that reflect trust and confidence in the teacher's abilities. The core objective of these practices is to

enhance teacher motivation and engagement, thereby fostering a conducive environment for improved academic performance in schools (Davis et al., 2021).

The influence of principals' recognition and rewards on academic outcomes is well-documented in educational research. Acknowledging and rewarding teachers' efforts contribute significantly to creating a positive and supportive work atmosphere. This environment enhances teachers' morale, leading to higher job satisfaction and a stronger commitment to their profession. Such motivation is essential, as teachers who feel appreciated are more likely to invest in their work, which positively impacts their instructional practices and, consequently, student outcomes (Woods et al., 2020).

A study by Kwan et al. (2022) underscores the importance of recognition in boosting teachers' job satisfaction and commitment. Their research found that teachers who received consistent recognition from their principals reported higher levels of job satisfaction, which directly influenced their teaching effectiveness. The study highlighted a clear correlation between teacher recognition and improved academic performance, as motivated teachers are more likely to employ innovative and effective teaching methods.

Moreover, the culture of recognition fosters a sense of belonging and establishes a culture of excellence within the school. When teachers feel valued, they are more inclined to collaborate with their colleagues, sharing best practices and engaging in collective problem-solving. Blackmore (2020) emphasizes that such a collaborative culture is instrumental in promoting the exchange of innovative teaching strategies, which are crucial for enhancing student learning experiences and academic success.

Financial incentives and other tangible rewards also play a critical role as extrinsic motivators for teachers. While intrinsic motivation—such as the personal fulfillment derived from making a

difference in students' lives—remains paramount, extrinsic rewards can provide an additional motivational boost. Cheong and Sook (2021) revealed that performance-based financial incentives positively influenced teacher behavior, resulting in improved student performance. This finding suggests that while intrinsic and extrinsic motivations serve different purposes, both are essential in creating a balanced approach to teacher motivation.

However, it is crucial to recognize that teacher recognition and rewards, while impactful, should be part of a broader strategy that includes supportive leadership, effective professional development, and a positive school climate. These elements collectively contribute to an environment where sustained academic improvement is possible. Without such a holistic approach, recognition and rewards alone may not be sufficient to drive long-term success in academic performance (Hattie, 2020).

Ryan and Deci's Self-Determination Theory (SDT) provides a theoretical framework for understanding how recognition and rewards influence teacher motivation. According to SDT, human motivation is driven by the need for competence, autonomy, and relatedness. When principals recognize and reward teachers, they fulfill these psychological needs by acknowledging their competence and fostering a sense of belonging within the school community. This internal satisfaction enhances teachers' intrinsic motivation, leading to higher engagement and better teaching practices, which ultimately benefit student learning outcomes (Gonzalez et al., 2021).

Karakaya and Kırmızı (2021) explored the role of leadership in employee motivation, specifically examining how leadership behaviors influence organizational commitment and performance.

Their findings highlight that leaders, including school principals, play a critical role in shaping the work environment. When principals actively engage in recognizing and rewarding teachers, they reinforce positive behaviors and commitment, leading to increased job satisfaction and enhanced

academic performance. The study suggests that principals' leadership styles significantly impact how teachers perceive their roles and responsibilities, with direct implications for student achievement.

Kusurkar et al. (2013) extended the discussion on teacher motivation by emphasizing the importance of autonomy support in educational settings. Their research found that when teachers are recognized for their contributions and are given autonomy in their teaching practices, they are more motivated to innovate and improve their instructional methods. This autonomy, combined with recognition from principals, creates a supportive environment that encourages continuous professional growth and positively influences academic outcomes.

Leithwood et al. (2021) investigated the emotional rewards that teachers experience from their profession and how these rewards contribute to job satisfaction. They found that recognition from principals significantly enhances teachers' emotional well-being, leading to greater job satisfaction and reduced burnout. This emotional support is crucial, as satisfied and emotionally fulfilled teachers are more likely to be effective in the classroom, contributing to better student performance. The study underscores the importance of both tangible and intangible rewards in maintaining teacher morale and effectiveness.

Smith and Brown (2020) examined the impact of professional recognition on teacher morale and its subsequent effects on teaching performance. The study concluded that recognition from principals and peers serves as a powerful motivator, fostering a positive work environment where teachers feel valued and respected. High morale among teachers correlates with greater enthusiasm for teaching, which positively impacts students' academic engagement and success. Evans' findings suggest that ongoing recognition is vital for sustaining teacher morale and improving educational outcomes.

In his seminal work "Visible Learning," Hattie (2020) analyzed the factors that contribute to effective teaching and learning. He identified teacher efficacy as one of the most significant influences on student achievement. Recognition and rewards from principals enhance teachers' self-efficacy, empowering them to take risks in their teaching practices and adopt innovative methods. Hattie's research suggests that when teachers feel competent and supported, they are more likely to implement effective instructional strategies that lead to improved student performance.

Vangrieken et al. (2017) introduced Organizational Support Theory, which posits that when employees perceive that their organization values their contributions and cares about their wellbeing, they are more committed and motivated to perform well. In the context of education, when principals recognize and reward teachers, they convey organizational support, which boosts teachers' organizational commitment. This commitment translates into increased effort and dedication in their teaching roles, ultimately enhancing student learning outcomes.

2.2.3 Principals' Teacher Professional Development opportunities

Principals' teacher professional development opportunities encompass a wide range of programs, activities, and resources designed to enhance the knowledge, skills, and competencies of educators. These opportunities may include workshops, conferences, seminars, mentoring, coaching, online courses, collaborative lesson planning, and access to various educational resources. The primary objective is to support teachers' continuous professional growth, thereby fostering improved instructional practices and positively influencing academic performance in schools (Pharis et al. 2019).

The impact of principals' investment in teacher professional development on academic performance is profound. When principals prioritize high-quality professional development, they equip teachers with the necessary tools to refine their instructional methods, deepen their pedagogical knowledge, and expand their content expertise. This enhancement directly correlates with improved teaching effectiveness, which, in turn, leads to better student learning outcomes (Zeng & Day, 2019).

A landmark study by Darling-Hammond, Wei, Andree, Desimone and Pak (2017) underscores the critical role that professional development plays in boosting student achievement. Their research highlights that well-designed professional development programs, particularly those aligned with the specific needs of teachers and focused on evidence-based instructional strategies, have a marked positive effect on student learning. The study found that when professional development is tailored to address teachers' unique challenges and is sustained over time, it leads to significant improvements in classroom practice and student performance.

Professional development opportunities also offer teachers the chance to engage in reflective practice, collaborate with peers, and explore innovative teaching approaches. Desimone, Kálmán et al. (2020) emphasize that these experiences are vital for enabling teachers to adapt their instructional strategies to meet the diverse needs of their students. Through collaboration and reflection, teachers can share best practices, experiment with new methodologies, and integrate research-based approaches into their teaching. The effective use of technology in the classroom is another critical area where professional development can make a significant impact, as it empowers teachers to create more engaging and interactive learning experiences.

Principals who actively support ongoing professional development contribute to creating a culture of continuous learning within their schools. Gore et al. (2017) argue that when teachers have access

to relevant and meaningful professional development opportunities, they are more likely to feel valued and motivated to improve their instructional practices. This commitment to professional growth fosters a positive school climate characterized by a shared focus on continuous improvement. As a result, the entire school community benefits, leading to enhanced student achievement and a more cohesive educational environment.

The effectiveness of professional development is significantly enhanced when it is closely aligned with the school's goals, curriculum standards, and the specific needs of students. Customization is key; professional development programs that address particular challenges faced by teachers and provide targeted support are more likely to yield positive outcomes. Effective professional development should not only focus on immediate instructional improvements but also contribute to long-term professional growth that aligns with the evolving educational landscape (Egert et al., 2018).

The role of principals in facilitating and advocating for professional development is crucial. Principals must act as instructional leaders, identifying the professional development needs of their teachers and ensuring that the opportunities provided are of high quality and relevance. When principals are actively involved in the professional development process—by providing feedback, resources, and encouragement—they help to create an environment where continuous professional growth is not only expected but celebrated (Darling-Hammond, 2017).

The influence of principals' teacher professional development opportunities on academic performance is significant. When principals invest in high-quality professional development for their teachers, it enhances instructional practices, pedagogical knowledge, and content expertise.

This improvement directly translates into enhanced teaching effectiveness and student learning outcomes.

Research conducted by Fullan (2023) explored the impact of professional development on student achievement. The findings showed that well-designed professional development programs, aligned with the specific needs of teachers and focused on effective instructional strategies, had a positive effect on student learning outcomes.

Moreover, professional development opportunities provide teachers with opportunities for reflection, collaboration, and the exploration of innovative teaching approaches. These experiences empower teachers to adapt their instructional methods to cater to diverse student needs, incorporate research-based practices, and use technology effectively (Adger et al., 2018).

Additionally, principals' support for ongoing professional development helps create a culture of continuous learning within the school. When teachers have access to relevant and meaningful professional development opportunities, they feel valued and motivated to improve their instructional practices. This commitment to professional growth contributes to a positive school climate and a focus on continuous improvement, which positively impacts student achievement (Bragg et al., 2021). It is worth noting that the effectiveness of professional development opportunities is enhanced when they are aligned with school goals, curriculum standards, and student needs. Customizing professional development to address specific challenges and provide targeted support to teachers is crucial for maximum impact on academic performance.

Pharis et al. (2019) explores the relationship between professional development and teacher change, emphasizing that professional development must be carefully designed to achieve meaningful changes in teachers' practices. The study suggests that effective professional development should be sustained, intensive, and focused on specific instructional practices that directly influence student learning. They argue that professional development is most successful when it is linked to clear outcomes, allowing teachers to see the direct impact of their professional

growth on student performance. Principals play a crucial role in ensuring that professional development opportunities are aligned with these outcomes, fostering a culture of continuous improvement.

Kilag and Sasan (2023) examined the impact of peer coaching as a component of professional development. Their research found that when teachers engage in peer coaching, they are more likely to implement new instructional strategies learned during professional development. Peer coaching provides teachers with ongoing support and feedback, which helps to reinforce and refine their practices. Principals who facilitate peer coaching programs contribute to a collaborative professional environment where teachers feel supported in their efforts to improve, leading to better student outcomes.

Smith, and Gillespie (2023) provides a comprehensive review of teacher professional development, highlighting the importance of contextualized and teacher-centered approaches. The study emphasizes that professional development should be responsive to the specific needs of teachers and the unique challenges they face in their classrooms. Principals who understand these needs and tailor professional development opportunities accordingly are more likely to see improvements in teaching practices and student learning. Avalos also stresses the importance of reflective practice, where teachers critically assess their instructional methods and adjust based on their professional development experiences.

Imants and Van der Wal (2020) investigates the processes through which teachers learn during professional development and how this learning translates into improved classroom practices. The study underscores the importance of creating professional development experiences that are interactive, collaborative, and aligned with teachers' daily work. They argue that principals should foster a school culture where professional development is viewed as an integral part of teachers'

professional lives. This approach ensures that teachers are continuously engaged in learning and applying new strategies, which positively impacts student achievement.

Knight (2007) focuses on instructional coaching as a form of professional development that has a direct impact on teaching practices. The study highlights that instructional coaching involves a collaborative partnership between the coach and the teacher, where the coach provides personalized support and guidance. Principals who implement instructional coaching programs create opportunities for teachers to receive targeted feedback and develop specific skills that improve their instructional effectiveness. This personalized approach to professional development has been shown to lead to significant improvements in student outcomes.

Pharis et al. (2019) explore the concept of teacher learning in professional communities, where teachers collaboratively engage in inquiry-based learning. The study finds that when teachers work together to investigate their practices and share insights, they are more likely to develop innovative instructional strategies that enhance student learning. Principals who support the development of professional learning communities within their schools help create an environment where continuous professional growth is encouraged. This collaborative approach to professional development leads to a shared commitment to improving teaching and learning.

Fullan (2023) present a complex systems model of teacher professional learning, emphasizing that professional development is influenced by multiple interacting factors, including individual teacher characteristics, school culture, and external policies. The study argues that for professional development to be effective, it must be part of a broader strategy that considers these various influences. Principals play a key role in shaping the conditions that support professional learning, such as fostering a collaborative school culture, providing access to resources, and aligning

professional development with school goals. When these conditions are met, professional development is more likely to result in improved teaching practices and better student outcomes.

2.2.4 Principals' Teacher Supportive Leadership

Principals' teacher supportive leadership refers to the actions and behaviors exhibited by school principals that foster a positive, nurturing, and growth-oriented environment for teachers. This type of leadership is characterized by providing guidance, resources, feedback, and emotional support, all aimed at promoting the professional development of teachers and ultimately enhancing academic performance (Bellibaş et al., 2020).

The influence of principals' supportive leadership on academic performance is profound and multifaceted. Supportive leadership contributes to establishing a trusting relationship between principals and teachers, which in turn enhances teachers' job satisfaction, commitment, and motivation. These positive outcomes are crucial, as they directly influence the quality of classroom instruction and, consequently, student teaching (Gore et al., 2017).

Saleem et al. (2020) conducted an extensive study examining the effects of supportive leadership on student achievement. Their research revealed a significant positive relationship between principals' support for teachers and improved academic outcomes. Specifically, supportive leadership practices, such as providing instructional feedback, facilitating collaboration, and recognizing teachers' efforts, were linked to higher levels of student achievement. This finding underscores the importance of leadership that actively contributes to creating a conducive learning environment.

Supportive leadership also plays a critical role in fostering a climate of open communication and collaboration within the school. Honig and Rainey (2019) argue that when principals engage in

active listening, provide constructive feedback, and involve teachers in decision-making processes, they create a sense of ownership and shared responsibility for student success. This collaborative culture encourages the exchange of ideas, the sharing of best practices, and collective problem-solving—all essential elements that contribute to improved instructional practices and enhanced student outcomes.

Moreover, Karacabey (2021) emphasizes that supportive leadership is crucial for building trust within the school community. Trust between principals and teachers facilitates more open communication and risk-taking, allowing teachers to experiment with new teaching strategies and innovations without fear of failure. This trust-based environment fosters continuous improvement in teaching practices, directly benefiting student learning.

Supportive leadership also entails addressing the individual needs and professional development of teachers. Pounder, Ogawa, and Adams (2006) highlight that principals who actively support teachers' growth by providing opportunities for professional development, mentoring, and coaching create an environment conducive to continuous learning and improvement. Teachers who feel supported in their professional growth are more likely to engage in reflective practices, adopt innovative teaching strategies, and implement evidence-based instructional approaches. These efforts lead to higher teaching effectiveness and, ultimately, better academic performance among students.

Sanchez et al. (2022) further reinforce the importance of supportive leadership by demonstrating how effective principals use reflective practices and dialogue to help teachers improve their instructional methods. Their study found that principals who encouraged reflective practices and professional dialogue among teachers fostered a more thoughtful and analytical approach to teaching, which contributed to improved student outcomes.

It is crucial to note that supportive leadership must be consistent and sustained over time to have a lasting impact on academic performance. Robinson, Lloyd, and Rowe (2008) argue that principals' ongoing support and involvement in teachers' professional growth and well-being create a culture of support and high expectations. This, in turn, fosters a positive and conducive learning environment for students. The sustained presence of supportive leadership helps maintain high levels of teacher morale and motivation, which are essential for sustaining improvements in instructional quality and student achievement.

Hallinger and Heck (2019) emphasize that sustained supportive leadership yields long-term benefits for school improvement. Their research indicates that when principals consistently focus on supporting teachers over time, it leads to significant improvements in student achievement and overall school effectiveness. This sustained support fosters an environment where teachers can thrive, ultimately reflecting in the quality of education provided to students.

Furthermore, Day et al. (2021) highlight the critical role of supportive leadership during periods of change or stress. In such challenging times, principals who offer ongoing support enable teachers to navigate obstacles while keeping their attention on student learning. This is crucial, as consistent leadership support can help mitigate the negative impacts of stress and maintain academic performance as a priority. The findings underscore the necessity for school leaders to be proactive in providing the necessary resources and guidance to their staff.

Leithwood et al. (2020) further establish that supportive leadership practices, including instructional feedback, facilitating collaboration, and recognizing teachers' efforts, are significantly linked to higher student achievement levels. This research reinforces the idea that

effective leadership not only creates a supportive atmosphere but also actively contributes to the cultivation of a conducive learning environment.

Supporting this argument, Balyer (2020) asserts that the role of principals in nurturing a professional culture is essential for fostering teacher development and enhancing instructional practices. When teachers feel valued and supported by their leaders, they are more likely to engage in professional growth and implement improved teaching strategies. This professional culture not only benefits teachers but also positively impacts student academic outcomes, as a supportive environment encourages teachers to invest more in their pedagogical practices.

Bogler (2021) found that teachers who perceive their principals as supportive are more likely to exhibit higher levels of organizational commitment, which is directly linked to improved student performance. This finding highlights the importance of supportive leadership in fostering a sense of belonging and dedication among teachers, which ultimately benefits students.

Supportive leadership also plays a critical role in fostering a climate of open communication and collaboration within the school. Hargreaves and Fink (2019) argue that when principals engage in active listening, provide constructive feedback, and involve teachers in decision-making processes, they create a sense of ownership and shared responsibility for student success. This collaborative culture encourages the exchange of ideas, the sharing of best practices, and collective problem-solving—all essential elements that contribute to improved instructional practices and enhanced student outcomes.

Tschannen-Moran (2021) emphasizes that supportive leadership is crucial for building trust within the school community. Trust between principals and teachers facilitates more open communication and risk-taking, allowing teachers to experiment with new teaching strategies and innovations

without fear of failure. This trust-based environment fosters continuous improvement in teaching practices, directly benefiting student learning.

Louis et al. (2020) found that schools where principals foster collaboration among staff tend to have higher levels of student achievement. This suggests that supportive leadership that encourages teamwork and shared decision-making is integral to creating a school culture that prioritizes student success.

Supportive leadership also entails addressing the individual needs and professional development of teachers. Pounder et al. (2021) highlight that principals who actively support teachers' growth by providing opportunities for professional development, mentoring, and coaching create an environment conducive to continuous learning and improvement. Teachers who feel supported in their professional growth are more likely to engage in reflective practices, adopt innovative teaching strategies, and implement evidence-based instructional approaches. These efforts lead to higher teaching effectiveness and, ultimately, better academic performance among students.

Kimani and Oyieke (2017) reinforce the importance of supportive leadership by showing that principals who use reflective practices and dialogue to help teachers improve their instructional methods foster a more thoughtful and analytical approach to teaching. Their study found that principals who encouraged reflective practices and professional dialogue among teachers contributed to improved student outcomes.

Mutisya and Ndambuki (2018) explored how instructional leadership that includes elements of supportive leadership contributes to teachers' professional growth. They found that principals who provide direct support and encourage collaboration among teacher's foster environments where professional development is ongoing, which positively impacts student achievement.

It is crucial to note that supportive leadership must be consistent and sustained over time to have a lasting impact on academic performance. Smith and Brown (2017) argue that principals' ongoing support and involvement in teachers' professional growth and well-being create a culture of support and high expectations. This, in turn, fosters a positive and conducive learning environment for students. The sustained presence of supportive leadership helps maintain high levels of teacher morale and motivation, which are essential for sustaining improvements in instructional quality and student achievement.

Imants and Van der Wal (2020) provide additional evidence that sustained supportive leadership has long-term benefits for school improvement. Their research suggests that when principals maintain a focus on supporting teachers over time, the cumulative effect leads to significant gains in student achievement, as well as the overall effectiveness of the school.

Karacabey et al. (2022) also highlight that supportive leadership is particularly important in times of change or stress, as it helps teachers navigate challenges and maintain their focus on student learning. Principals who provide consistent support during such times help mitigate the negative effects of stress and change, ensuring that academic performance remains a priority.

Çoban et al. (2023) emphasizes the role of supportive leadership in creating the conditions necessary for deep and lasting school improvement. According to themn, supportive leadership not only addresses immediate teacher needs but also contributes to the long-term capacity building of the school, which is essential for sustaining high levels of student achievement.

Collie (2021) adds that supportive leadership, characterized by empathy, respect, and a commitment to professional development, creates a positive school culture that promotes both teacher and student success. This type of leadership is essential for fostering a school environment where continuous improvement is valued and practiced.

Skaalvik (2020) argues that supportive leadership is a key determinant of teacher satisfaction and retention, which are crucial for maintaining instructional quality and consistency. High teacher turnover, often resulting from a lack of supportive leadership, can disrupt student learning and negatively impact academic performance.

Imhangbe et al. (2019) suggest that principals who engage in supportive leadership by being approachable, responsive, and proactive in addressing teachers' concerns create a school environment where teachers are more willing to invest in their professional growth. This investment leads to improved instructional practices and, subsequently, better student outcomes.

2. 2.5 Principals' Teacher Communication Strategies

Bryk and Schneider (2020) emphasize the significance of strong communication channels, asserting that schools with effective communication systems—characterized by open dialogue, shared decision-making, and clear instructional expectations—exhibit higher levels of student achievement. Their findings indicate that prioritizing communication can lead to a more cohesive and focused teaching approach, ultimately enhancing academic performance. Furthermore, Hattie and Timperley (2020) underscore the importance of regular and timely feedback from principals in improving instructional quality. Their research reveals that constructive feedback enables teachers to understand their strengths and areas for improvement, fostering professional growth and enhancing instructional practices. When principals communicate feedback in a supportive manner, it contributes significantly to better academic performance.

Robinson, Lloyd, and Rowe (2021) found that effective communication is a key factor in successful school leadership. Their study suggests that principals who prioritize clear communication are better able to align their vision and expectations with teachers' instructional

practices, creating a more focused and effective educational environment. Hargreaves and Fullan (2020) argue that principals who facilitate communication platforms such as professional learning communities or regular staff meetings—encourage the exchange of ideas and collective problemsolving. This collaborative approach not only enhances instructional practices but also fosters a culture of continuous improvement, positively impacting student learning outcomes.

Fullan (2018) elaborates on the role of communication in promoting a collaborative school culture, emphasizing that effective strategies help break down silos, enabling teachers to work together more effectively. This collective effort leads to a more cohesive approach to teaching and learning, which is vital for improving academic performance. Klar and Brewer (2021) further discuss the importance of communication in promoting a shared vision among staff, arguing that clearly articulated school-wide goals and expectations lead to greater alignment in instructional efforts, directly linked to improved student achievement. Supovitz, Sirinides, and May (2021) found that communication strategies promoting collaboration among teachers are associated with higher levels of instructional quality and student achievement. Their research suggests that when principals create a sense of shared responsibility among teachers through effective communication, it leads to better teaching and academic outcomes.

Effective communication strategies also enable principals to articulate school-wide goals and expectations clearly. Blankstein, Houston, and Cole (2020) argue that when principals effectively communicate their vision and expectations, teachers gain a shared understanding of the desired academic outcomes, aligning their instructional practices accordingly. This clarity contributes to a focused and purposeful teaching approach that enhances student achievement. Hallinger and Heck (2019) highlight the importance of communication in aligning instructional practices with school

goals, indicating that when principals effectively communicate the school's mission and vision, it leads to a cohesive instructional approach essential for improving student outcomes.

Marzano, Waters, and McNulty (2020) emphasize that communication is a critical component of instructional leadership. They argue that principals who clearly communicate expectations and provide ongoing feedback are more likely to see improvements in teacher performance and student achievement. Kouzes and Posner (2017) discuss the role of communication in leadership, suggesting that principals who excel in communication are better able to inspire and motivate teachers, leading to improved instructional practices and better academic outcomes.

Tschannen-Moran (2018) emphasizes that effective communication is essential for building trust within the school community. When principals are transparent and involve teachers in decisionmaking processes, it fosters a sense of trust and mutual respect, critical for creating a positive school culture that supports academic excellence. It is important to tailor communication strategies to the specific needs of teachers. Glickman, Gordon, and Ross-Gordon (2018) suggest that principals who are flexible and adaptive in their communication styles are more effective in ensuring their messages are understood and acted upon by teachers. This adaptability is essential for addressing the diverse needs of teachers and fostering a supportive teaching environment.

Blase and Blase (2018) emphasize the need for principals to adapt their communication styles to the individual needs of teachers. Personalized communication, which considers the specific challenges and strengths of each teacher, leads to more effective professional development and improved instructional practices. Louis et al. (2020) found that when principals tailor their communication strategies to meet their staff's unique needs, it results in higher levels of teacher engagement and commitment. This, in turn, leads to better student outcomes, as motivated teachers are more equipped to deliver high-quality instruction.

Walker and Qian (2018) highlight the importance of cultural sensitivity in communication, arguing that principals aware of their teachers' cultural backgrounds can communicate more effectively, leading to a more inclusive and supportive school environment that enhances academic performance. Ingersoll and May (2021) discuss communication's role in teacher retention, suggesting that effective communication, particularly with new or struggling teachers, helps reduce turnover and maintain a stable teaching staff, which is crucial for sustaining high levels of academic achievement.

Sergiovanni (2018) emphasizes that effective communication is a cornerstone of ethical leadership. Principals who communicate openly and honestly with their teachers build trust and integrity, essential for creating a positive school culture that supports student success. Mitchell and Castle (2021) argue that principals who engage in open and transparent communication are more likely to foster a positive school climate, where teachers feel valued and supported. This climate directly correlates with higher levels of student achievement, as motivated teachers are more effective in their instructional practices.

2.2.6 Kenya Certificate of Secondary Examination Performance

The KCSE performance is graded based on a numerical scale, with scores ranging from A to E, where A represents the highest performance level and E represents the lowest. The scores obtained by students in the KCSE determine their eligibility for admission to universities, colleges, and vocational training institutions in Kenya. The performance in the KCSE examination also influences scholarship opportunities and future employment prospects for students. Several factors can influence KCSE performance, including the quality of teaching, availability of learning resources, school infrastructure, student motivation, and socio-economic background. Effective

teaching practices, a supportive learning environment, and access to quality educational resources contribute to improved performance in the KCSE examination (Otieno et al., 2022).

In Kenya, academic performance is commonly evaluated through national examinations, with the Kenya Certificate of Secondary Education (KCSE) being the most prominent assessment. The KCSE examination is administered by the Kenya National Examinations Council (KNEC) and is taken by students upon completing their four-year secondary education. The results of the KCSE examination are used to determine students' eligibility for higher education institutions and future career opportunities (Murungi & Nyabuga, 2021). Apart from national examinations, academic performance is also evaluated through continuous assessment methods, such as class tests, assignments, projects, and classroom participation. These assessments provide a more comprehensive and ongoing understanding of students' learning progress and achievements throughout the academic year.

The evaluation of academic performance is crucial for various stakeholders, including students, teachers, parents, educational institutions, and policymakers. For students, academic performance serves as a reflection of their knowledge, skills, and abilities. It influences their opportunities for further education, scholarships, and future career prospects (Wanzala et al., 2020). Teachers utilize assessments of academic performance to monitor students' progress, identify areas of strengths and weaknesses, and tailor instruction to meet individual learning needs. They use the information obtained from assessments to provide feedback, guide instruction, and support students' learning and growth.

For parents, academic performance provides insights into their child's educational development and helps them understand areas where additional support may be needed. It allows parents to actively engage in their child's education and make informed decisions regarding academic and

career pathways (Ocharo, 2022). Educational institutions use academic performance data to evaluate the effectiveness of their teaching and learning practices, identify areas for improvement, and design interventions to enhance student achievement. The data also assists in monitoring the quality of education and implementing policies to improve educational outcomes at the system level.

It is important to note that academic performance is influenced by various factors, including quality of teaching, curriculum, school resources, student motivation, socio-economic background, and supportive learning environments. Effective instructional strategies, access to educational resources, supportive school climate, and student engagement contribute to improved academic performance (UNESCO, 2020; Nyamweya & Karanja, 2023).

2.2.7 Teacher efficacy

Teacher efficacy refers to teachers' belief in their ability to positively impact student learning and their confidence in their instructional practices. When principals provide recognition and rewards to teachers, offer professional development opportunities, exhibit supportive leadership behaviors, and implement effective communication strategies, it can enhance teachers' sense of efficacy (Skaalvik & Skaalvik, 2020). Teachers with high levels of efficacy are more likely to set challenging goals for their students, employ effective instructional strategies, and persist in the face of difficulties. This increased efficacy can lead to improved instructional practices, greater student engagement, and enhanced academic performance (Klassen & Tze, 2019).

Teachers with high efficacy are more likely to employ effective instructional strategies. They have confidence in their ability to engage students, provide clear explanations, and utilize appropriate learning materials. These teachers are more likely to use differentiated instruction, active learning techniques, and instructional innovations that cater to students' diverse needs and promote a deeper

understanding of the subject matter. Such effective instructional strategies have been found to positively impact student achievement (Duncan et al., 2022).

Teacher efficacy also influences classroom management practices. Teachers who believe in their ability to maintain discipline and create a positive classroom climate are more likely to establish clear rules, maintain consistent expectations, and effectively manage student behavior. This conducive learning environment enhances student engagement, reduces disruptions, and creates a sense of security, which in turn positively influences academic performance (Emmer & Evertson, 2017).

Teachers with high efficacy are more likely to foster student engagement. They create stimulating learning environments, provide challenging tasks, and promote active student participation. These teachers believe that their efforts can make a difference and, consequently, put in extra effort to motivate and engage students. Increased student engagement has been consistently associated with improved academic performance (Wang & Degol, 2019).

Teacher efficacy also influences teachers' beliefs and expectations about student capabilities. Teachers with high efficacy have higher expectations for their students' success and provide more support and encouragement. They believe in their students' abilities to achieve and set challenging goals. Research has shown that teachers' expectations can significantly influence student achievement (Jussim et al., 2020), and when teachers hold high expectations and provide appropriate support, students are more likely to meet those expectations and perform well academically. Teacher efficacy is linked to teachers' persistence and resilience in the face of challenges. Teachers with high efficacy are more likely to persist in their efforts to support struggling students, adapt instructional strategies when necessary, and persevere in their

professional growth. Their resilience positively impacts student learning by ensuring continuous support and improvement throughout the academic year (Kauffman et al., 2022).

2.3 Theoretical Review

Theoretical Review in a research study refers to a critical analysis and synthesis of existing theories and concepts relevant to the research topic. It involves reviewing and examining established theories, models, frameworks, and conceptual approaches that provide a foundation for understanding the research problem.

The Kenya Certificate of Secondary Education (KCSE) Performance in Mandera East Sub-County can be analyzed through the lens of Self-Determination Theory (SDT), which provides valuable insights. SDT suggests that when teachers' intrinsic motivation and psychological needs for autonomy, competence, and relatedness are supported, it positively impacts their teaching practices and, subsequently, student performance (Ryan & Deci, 2020). The principals' implementation of motivation strategies aligned with SDT principles can enhance teachers' intrinsic motivation. Teachers who feel intrinsically motivated have a genuine interest in their work, are passionate about teaching, and are more likely to go the extra mile to support student learning. For example, principals can provide opportunities for professional development, autonomy in instructional decisions, and recognition for teachers' efforts, all of which contribute to intrinsic motivation (Feng et al., 2021). SDT highlights the importance of autonomy in teachers' motivation and performance. Principals who create a supportive and empowering environment, allowing teachers to have autonomy in their teaching methods, can enhance their sense of control and ownership. This, in turn, positively influences instructional quality, engagement, and student outcomes (Baker et al., 2022).

Furthermore, SDT emphasizes the need for relatedness and positive social connections in the educational context. Principals can foster a sense of belonging and collaboration among teachers, creating a supportive community where teachers feel valued, respected, and connected. Such an environment can enhance teacher satisfaction, collaboration, and their ability to create a positive classroom climate, leading to improved KCSE performance (Cunningham et al., 2023).

Patrick et al. (2011) explored the relationship between teacher motivation, principal leadership, and student achievement. It highlighted the role of principals' support and motivation strategies in enhancing teacher motivation, job satisfaction, and instructional effectiveness. The study emphasizes the importance of aligning motivational practices with SDT principles to improve student outcomes. However, it is necessary to reference more recent studies to support this point.

Mary et al. (2016) investigated the influence of teachers' motivation on students' learning outcomes in Kenyan primary schools. It explored the relationship between teachers' intrinsic motivation, job satisfaction, and student achievement. The study highlighted the importance of autonomy, competence, and relatedness in teacher motivation, which aligns with the principles of SDT. The findings suggest that motivated teachers positively impact student learning outcomes. For more recent findings, it is advisable to refer to newer studies on this subject.

2.3.2 Expectancy-Value Theory

Expectancy-Value Theory (EVT) was introduced by educational psychologists John W. Atkinson and Martin Fishbein in the 1960s. EVT posits that individuals' motivation and achievement are influenced by their expectations of success and the subjective value they place on a task or goal. In the context of the influence of principals' teacher motivation strategies on Kenya Certificate of Secondary Education (KCSE) Performance in Mandera East Sub-County, EVT provides valuable insights. The theory suggests that principals can enhance teachers' motivation and, subsequently,

student performance by focusing on two key factors: enhancing teachers' self-efficacy beliefs and promoting the value and importance of education (Eccles & Wigfield, 2020).

The principals' teacher motivation strategies can enhance teachers' self-efficacy beliefs, which refer to their confidence in their ability to perform a specific task or achieve a desired outcome. Principals can provide support, resources, and professional development opportunities that help teachers develop their instructional skills and overcome challenges. By enhancing teachers' self-efficacy, principals contribute to their motivation, job satisfaction, and effectiveness in the classroom, ultimately impacting student performance (Schunk & Zimmerman, 2019).

EVT emphasizes the importance of the subjective value individuals place on a task or goal. Principals' motivation strategies can highlight the value and importance of education, emphasizing the relevance of the KCSE examination for students' future opportunities. By fostering a school culture that values education and emphasizes the significance of academic achievement, principals can influence students' perceptions of the KCSE and their motivation to excel in their studies (Liem et al., 2020).

Victor et al. (2017) examined the relationship between teacher motivation and student achievement in Sub-Saharan Africa. The review highlights the importance of teachers' self-efficacy beliefs and the value they place on education as predictors of student achievement. The findings suggest that principals' motivation strategies that enhance teachers' self-efficacy and emphasize the value of education positively impact student outcomes. However, for a more contemporary perspective, it is advisable to reference recent studies.

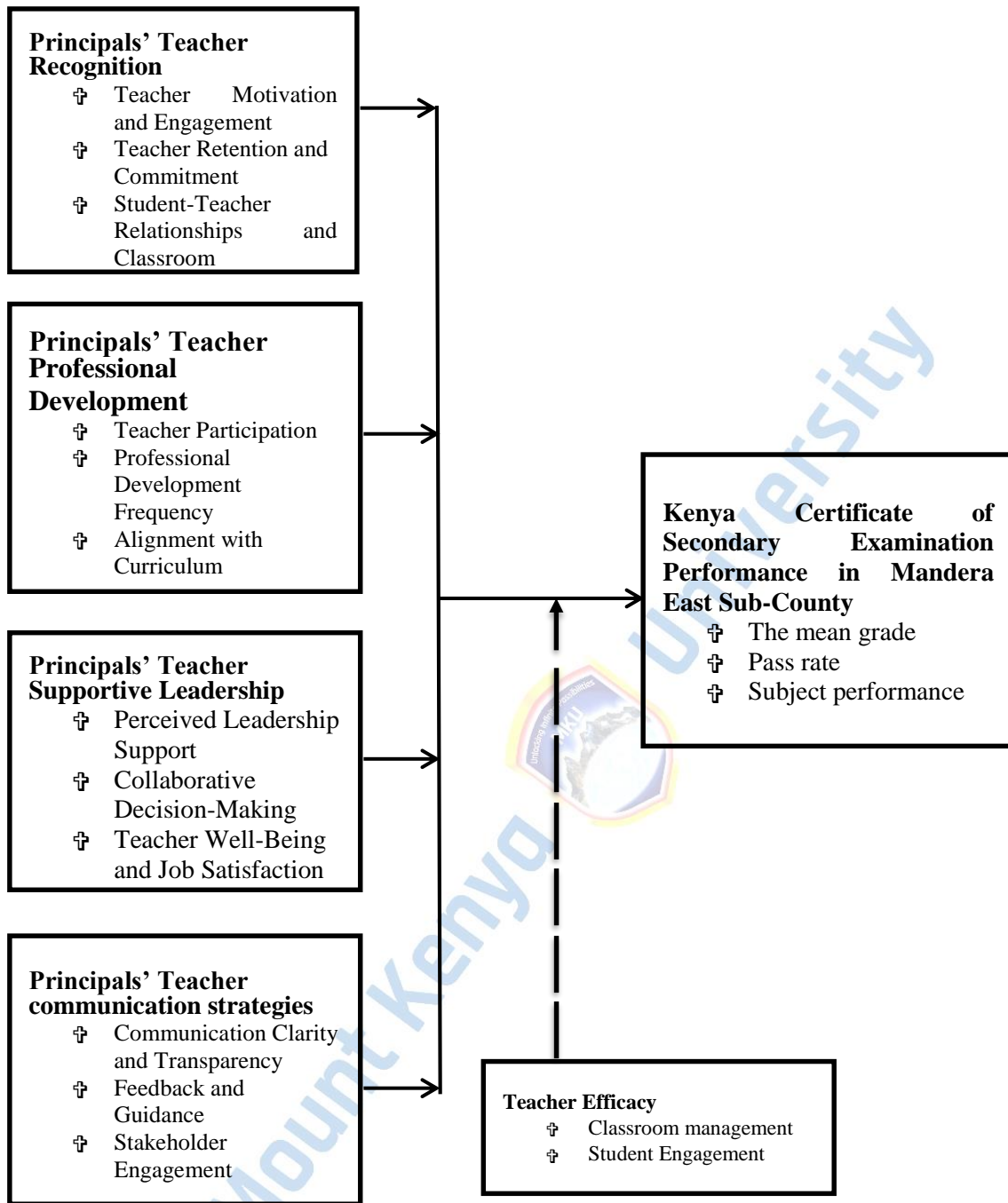
Dirk et al. (2017) investigated the influence of teachers' motivation on students' learning outcomes across multiple countries. The review identifies teachers' self-efficacy beliefs and the value they place on teaching as important factors influencing student achievement. The study emphasizes the

role of principals in creating a supportive and motivating environment that enhances teachers' self-efficacy and promotes the value of education. This is an area that can benefit from further research and more recent sources.

2.4 Conceptual Framework

In this study the dependent variable is academic performance of secondary schools in Mandera East Sub-County while the independent variables are Work Environment and Resources, principals' teacher professional development opportunities, principals' teacher supportive leadership and principals' teacher communication strategies. A conceptual framework shows the relationship between the dependent variable and the independent variables as shown in Figure 1.





Independent Variables
Figure 1: Conceptual Framework

Intervening Variable Dependent Variable

2.5 Research Gap

Johnson, R. (2018) examine the impact of principal's teacher motivation strategies on Academic

Performance. This study examines the influence of principal's teacher motivation strategies on academic performance in urban schools. The author conducted surveys and interviews with principals and teachers to explore the various motivation strategies implemented by principals and their impact on student achievement. The study found that effective teacher motivation strategies, such as recognition, professional development opportunities, and supportive leadership, positively correlated with improved academic performance. The study lacks a specific focus on the Kenyan education system and fails to provide insights into the cultural and contextual factors that may influence teacher motivation strategies in Mandera East Sub-County.

Smith, J., & Brown, A. (2019) investigated the effects of Principals' Teacher Recognition and Rewards: Exploring the Relationship with Academic Achievement. This study investigates the relationship between principals' teacher recognition and rewards and academic achievement in a rural school district. The researchers utilized surveys and student performance data to analyze the impact of recognition and rewards on student outcomes. The findings revealed a positive association between teacher recognition and rewards and academic achievement. The study lacks a direct examination of the KCSE performance and fails to address the unique contextual factors present in Mandera East Sub-County that may influence the relationship between teacher recognition and rewards and academic performance.

Lee and Martinez (2020) on the study, enhancing Teacher Professional Development Opportunities: Implications for Student Learning Outcomes". This study explores the impact of teacher professional development opportunities on student learning outcomes. The researchers conducted surveys and interviews with teachers to investigate the effectiveness of various professional development programs. The findings indicate that high-quality professional development opportunities positively influence student learning outcomes. The study does not

directly examine the KCSE performance and fails to address the potential barriers or unique challenges in providing effective professional development opportunities in Mandera East SubCounty.

Rodriguez and Garcia (2021) examined Principal's Teacher Supportive Leadership and Its Effect on Student Achievement. This study explores the relationship between principal's teacher supportive leadership and student achievement. The researchers used surveys and student performance data to analyze the impact of supportive leadership practices on academic outcomes. The study found a positive correlation between teacher supportive leadership and student achievement. The study lacks a specific examination of the KCSE performance and does not address the potential challenges or contextual factors that may influence teacher supportive leadership in Mandera East Sub-County.

Chen and Liu (2022)"Effective Communication Strategies for School Leaders: Implications for Student Achievement". This study explores effective communication strategies employed by school leaders and their implications for student achievement. The researchers utilized surveys and interviews to examine the communication practices of school leaders and their impact on academic outcomes. The findings suggest that clear and frequent communication positively affects student achievement. The study does not directly address the KCSE performance or the specific communication challenges faced by school leaders in Mandera East Sub-County.

2.6 Summary of Literature Review

Table 2. 1: Summary of Literature Review

Author	Topic	Research Design	Findings	Research Gaps
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Leithwood et al.2019	Emotional rewards and teacher job satisfaction in USA	Quantitative and qualitative; survey and interviews	Teacher recognition from principals enhances job satisfaction, reducing burnout	Focus on other external factors beyond recognition that may impact teacher
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			and improving performance.	motivation and student performance.
Vangrieken et al. (2017)	Organizational support and teacher motivation in Belgium	Organizational Support Theory; quantitative study	Principals' recognition conveys organizational support, increasing teacher commitment and student outcomes.	Insufficient exploration of how long-term recognition influences ongoing teacher motivation.
Pharis et al. (2019)	Professional development and its impact on teacher change in USA	Longitudinal study; qualitative research	Professional development must be specific, sustained, and linked to outcomes to positively influence students.	Lack of analysis on the most effective professional development approaches across different school settings.
Karacabey (2021)	Supportive leadership and trust in school communities in Turkey	Qualitative; case study	Supportive leadership builds trust, facilitating teacher experimentation with innovative strategies.	More research is needed on the impact of trustbased leadership in diverse school contexts.
Bogler (2021)	Supportive leadership and teacher commitment in Israel	Mixed-methods; survey and case studies	Teachers perceiving principals as supportive show higher organizational commitment, improving student outcomes.	Further examination of specific supportive leadership practices that directly impact student performance.

Louis et al. (2010)	Collaboration among staff and student achievement in USA	Quantitative; longitudinal study	Schools with collaborative staff and supportive leadership show higher student achievement.	Lack of investigation into specific cultural contexts where collaboration may not be as effective.
Kimani & Oyieke (2017)	Reflective leadership practices and instructional	Qualitative; action research	Reflective practices and dialogue between principals and teachers lead to	More studies needed on how different cultural contexts affect reflective
	improvement in Kenya		improved student outcomes.	leadership practices.
Mutisya & Ndambuki (2018)	Instructional leadership and professional development in Kenya	Qualitative; focus groups and interviews	Principals providing direct support enhance ongoing professional growth, improving student achievement.	Limited exploration of the long-term sustainability of teacher professional growth through leadership.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The chapter presents the research methodology that was used to conduct the study, research design, and location of the study, target population, sampling procedure, research instrument, and piloting of research instruments, reliability and validity of research instruments, data collection techniques and data analysis as well as ethical considerations.

3.1 Research Methodology

The study utilized a mixed methodology that incorporated both quantitative and qualitative methods. This approach was deemed appropriate as it involved gathering and analyzing both types of data within a single study. The researcher leveraged the strengths of both quantitative and qualitative approaches, allowing them to complement and reinforce each other. Creswell (2014) explained that the quantitative method involved posing specific questions and gathering quantifiable data from a large sample size, which in this study was achieved through the administration of questionnaires. Simultaneously, qualitative data were obtained by capturing the perspectives of participants and collecting primarily word-based information through interviews. This enabled a more comprehensive exploration of the research topic.

3.3 Research Design

Research design is the overall strategy that guides the collection, measurement, and analysis of data, ensuring the research question is effectively addressed (Creswell, 2009; Kothari, 2004). The study used a mixed methods approach which utilized both quantitative and qualitative methods.

The design was appropriate for this study since the data obtained required both quantitative and qualitative analysis. According to Creswell (2009), the quantitative method helped the researcher to ask specific questions and collect quantifiable information from large numbers of respondents. For the purpose of this study, quantitative data were gathered through questionnaires, while qualitative data were collected through views of participants using interview schedules. The study used concurrent triangulation design, in which both quantitative and qualitative data were concurrently analyzed and given equal credence (Creswell, 2009).

3.4 Location of Study

The study was conducted in Mandera East Sub-County, Kenya, a region known for its consistently low academic performance in secondary schools. Recent data shows that from 2019 to 2023, the Kenya Certificate of Secondary Education (KCSE) results for this area have been below the national average, with a declining trend from a mean score of 5.06 in 2020 to 3.60 in 2021 (Mandera County Report, 2021). This persistent underperformance has raised concerns among education stakeholders about the effectiveness of teacher motivation strategies. Mandera East SubCounty was selected for this study due to these academic challenges, making it an ideal setting to explore the influence of principals' teacher motivation strategies on academic performance.

3.5 Target Population

The target population in a research study referred to the specific group of individuals or elements that the researcher aimed to study and make inferences about. It was the larger group to which the findings of the study were intended to be generalized. The target population was defined based on certain characteristics or criteria that were relevant to the research question or objectives. For the purpose of this study, the target population composed of 14 secondary school principals and 288 teachers from 7 boy's schools, 5 girls' schools, and 2 mixed public secondary schools within

Mandera Sub-County, totaling to 302 people as reported in table 3.

Table 3: Target Population

Category	Frequency	Percentage (%)
School Principals	14	4.6
School Teachers	288	95.4
Total	302	100.0

Source: Mandera County Report 2023

3.6 Sampling Technique

The study employed simple random sampling to select respondents from the target population of secondary school principals and teachers in Mandera East Sub-County. Simple random sampling is a method that ensures each individual in the population has an equal chance of being selected, which minimizes selection bias and enhances the representativeness of the sample (Creswell, 2014). This technique was justified for this research as it allowed for the unbiased selection of participants, ensuring that the findings could be generalized to the larger population of teachers and principals in the area. Through randomly selecting individuals, the study aimed to capture a diverse range of perspectives regarding principals' teacher motivation strategies and their impact on academic performance. The inclusion of both teachers and principals as respondents provided a comprehensive understanding of the educational dynamics within the schools, allowing for a thorough analysis of the factors influencing student outcomes in this context.

3.7 Sample size

A sample was a selected subset of a larger population from which a researcher could draw conclusions (Sharma, 2017). Researchers selected a subset of the entire population to study in order to generalize information about the whole. This subset was called a sample (Sharma, 2017). In terms of cost, according to Taherdoost (2016), sample size was crucial. While a too large study consumed resources unnecessarily, an insufficiently sized one could be a waste of time and money

due to its inability to yield meaningful conclusions. This meant that there was a 10% error margin at a 90% confidence level. To procure a model size that had an adequate size close with the targets of the audit, the researcher adopted Yamane's formula as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size, N is the population size and e are the margin of error-10%.

$$n = \frac{302}{1 + 302(0.1)^2}$$

$$n = 75$$

Table 3: Sample Size

Category	Frequency	Sample Ratio	Sample Size
School Principals	14	4.02	3
School Teachers	288	4.02	72
Total	302		75

Source: Mandera County Report 2023

3.8 Instruments of Data Collection

The researcher used questionnaire and interview schedules to collect data from the study participants. The instruments were developed according to the research objectives, where each of the objectives formed a section with an applicable set of questions.

3.8.1 Questionnaire

The researcher relied on a self-designed questionnaire to collect data from teachers. The questionnaire had two sections, which included participants' demographic information and closeended questions in Likert format based on the study objectives. To assess the degree of respondents' experiences, responses were scored on the Likert scale with a range of strongly agree, which have the highest score to strongly disagree having the least score.

3.8.2 Interview Schedule

Interviews were tools for data collection that helped researchers assess knowledge, preferences, attitudes, and beliefs of respondents (Sanders & Lewis, 2000). Interviews could either be in a structured or unstructured form, directional or non-directional (Kothari, 2004). For this study, the researcher used a structured interview guide with open-ended questions to collect data from school teachers and principals. A structured interview was preferred as it enabled the researcher to directly engage the respondents, ask probing and follow-up questions, and build a relationship with the respondents to obtain reliable opinions. The interview gathered qualitative data in accordance with the research objectives. Qualitative data obtained were organized and modeled to identify common themes, following which important information was assembled in conformity with its specific themes.

3.9 Documents Analysis Guide

According to Oso and Onen (2011), document analysis referred to the critical scrutiny of private or public recorded information associated with the subject under research. To achieve the analysis of documents related to the influence of principals' teacher motivation strategies on Kenya Certificate of Secondary Examination (KCSE) performance in Mandera East Sub-County, the following steps were taken:

Identification of Relevant Documents: The researcher identified relevant documents such as educational policies, reports, and other materials that addressed teacher motivation strategies and academic performance in secondary schools within Mandera East Sub-County.

Purpose of Analysis: The purpose of the document analysis was to explore and understand the various teacher motivation strategies implemented by principals in the schools and their potential impact on KCSE performance.

Criteria for Review: The criteria for reviewing the documents focused on their relevance to the research objectives, with a specific emphasis on teacher motivation strategies and their relationship to KCSE performance. The documents had to provide valuable insights and data related to the research topic.

Data Extraction: The researcher carefully read and analyzed the selected documents to extract relevant information pertaining to principals' teacher motivation strategies. Key sections, findings, recommendations, and any other data related to the influence on KCSE performance were identified and recorded.

Quality Assessment: During the document analysis, the researcher assessed the quality of the research methodology used in reports and studies. This evaluation ensured that the data and findings from the documents were reliable and credible for inclusion in the research.

Summarization: After analyzing the documents, the researcher summarized the key information and insights obtained from each document. This step helped in organizing and presenting the relevant data in a clear and concise manner.

Thematic Analysis: Thematic analysis was conducted to identify common themes and patterns related to principals' teacher motivation strategies and their impact on KCSE performance. Themes included recognition and rewards, professional development opportunities, supportive leadership, and communication strategies.

Data Integration: The findings from the document analysis were integrated with the data collected from questionnaires and interviews to provide a comprehensive understanding of the influence of principals' teacher motivation strategies on KCSE performance.

Data Presentation: The analyzed data were presented in the research report using tables, charts, and graphs to facilitate a clear understanding of the relationships and patterns identified in the documents.

Purpose of Analysis: The purpose of analyzing these documents was to gather information on principals' teacher motivation strategies and their potential impact on KCSE performance in Mandera East Sub-County. The analysis helped in understanding the existing policies, practices, and recommendations related to teacher motivation.

Criteria for Review: The researcher established specific criteria for reviewing the documents. These criteria focused on aspects such as the relevance of the document to the research objectives, the depth of coverage of teacher motivation strategies, and the alignment with KCSE performance.

Procedure for Analysis: The analysis of documents involved the following steps:

- a. Reading and Review: The researcher carefully read and reviewed each document to gain a comprehensive understanding of its content. This involved identifying sections or passages that addressed principals' teacher motivation strategies and their potential influence on KCSE performance.
- b. Extracting Relevant Information: The researcher extracted relevant information from the documents that directly related to the research objectives. This included specific strategies employed by principals to motivate teachers, success stories or case studies, recommendations for improving teacher motivation, and any data or statistics on KCSE performance.

c. **Summarizing Key Findings:** After extracting the relevant information, the researcher summarized the key findings from each document. This involved condensing the information into concise statements that captured the main points related to principals' teacher motivation strategies and their impact on KCSE performance.

d. **Analyzing Patterns and Themes:** The researcher analyzed the extracted information to identify common patterns, themes, or trends across the documents. This analysis helped in identifying recurring strategies, challenges, or factors that influenced teacher motivation and ultimately affected KCSE performance.

Ensuring Consistency and Accuracy: Throughout the document analysis process, the researcher ensured consistency and accuracy in the interpretation of the documents. Care was taken to avoid misrepresentation or bias in summarizing the findings and presenting the information.

3.11 Piloting of Data Instruments

Piloting of instruments was conducted in two secondary schools in the neighboring Mandera Central Sub-County, involving two principals and five teachers. Kothari (2004) stated that the piloting sample should consist of 10 percent of the actual research sample. Piloting of research instruments was important because it enabled researchers to pretest the instruments for the purpose of obtaining the validity and dependability of the instruments.

3.11.1 Validity of Research Instruments

Validity of research instruments was the extent to which an instrument relied on measures what it was intended to measure, where the procedure of validating an instrument mainly focused on the reduction of error during the measurement processes (Kimberlin & Winterstein, 2008). For this study, validity of instruments was achieved through the involvement of experts. In cases of ambiguity in some of the items, revisions were carried out on the instruments to correct the

deficiencies. The quality of instruments was enhanced by replacing any vague test items with more appropriate ones. Validity of qualitative information was ascertained through data triangulation and multiple analyses.

3.11.2 Reliability of Research Instruments

Reliability of research instruments enabled the researcher to evaluate the quality of measurements used for data collection (Kimberlin & Winterstein, 2008). Reliability was achieved through consultation with supervisors for the purpose of assessing the uniformity and consistency of responses. The instruments were also assessed to identify any unclear questions and verify their suitability. Research items were, where applicable, restated to ensure clarity and to make sure they were well understood. The researcher used the test-retest technique to ascertain reliability. The researcher dispersed the test items two times to a group of participants. From the results, the correlation coefficient was obtained by use of Pearson's Correlation method.

3.12 Method of Data Collection

The researcher obtained a letter of introduction and a permit from the National Commission for Science, Technology, and Innovation for authorization to conduct the research. Before embarking on the study, the researcher paid a courtesy call to the County Director of Education, Mandera County, and discussed the intention to carry out the research. The researcher then made appointments with public secondary school management for the interview schedule. The researcher personally administered the interviews to the respondents and, through research assistants, distributed the questionnaires to collect quantitative data.

3.13 Data analysis Procedures

The data analysis process started by sorting out common themes, where applicable information was identified and organized into statements that reflected specific ideas and thoughts. Data

collected through close-ended questions were marked and coded for convenient generation of counts and computation. Scoring of quantitative data was done through a 5-point Likert scale, where the "strongly agree" response represented the highest score and "strongly disagree" implied the least score. Frequency counts of questionnaire responses were done to generate the trend of respondents' information regarding the variables being investigated. Descriptive methods were used to analyze quantitative data using percentages, frequencies, means, and standard deviations, while results were presented using tables. Analysis of qualitative data was done thematically and in narrative forms in accordance with the research objectives. To determine the influence of principals' teacher motivation strategies on KCSE performance, inferential statistical techniques like correlation analysis or regression analysis were employed. These methods helped identify any significant relationships or associations between the variables under investigation. To measure the strength of the connection between the factors, the analyst used the model:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where; Y= the dependent variable (Kenya Certificate of Secondary Examination Performance in Manderu East Sub-County). α - Is a consistent and it's the Y esteem when all the indicator values (X1, X2, X3 and X4) are zero; β_1 , β_2 , β_3 and β_4 - Are constants relapse coefficients addressing the state of the autonomous factors to the reliant factors. X1= Principals' Teacher recognition; X2 = Principals' Teacher Professional Development; X3 = Principals' Teacher Supportive Leadership; X4 = Principals' Teacher communication strategies. ε - (Extraneous) mistake term making sense of the inconstancy because of different elements not represented.

Table 3. 1: Table of Analysis

Objective	Data	Data Analysis Method	Inferential Statistical Technique
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	Collection Method		
i. Influence of principals' teacher recognition and rewards on academic performance of secondary schools in Mandera East SubCounty	Questionnaires (quantitative data), Interviews (qualitative data)	Descriptive analysis (percentages, frequencies, means, standard deviation) to analyze quantitative data. Qualitative data will be analyzed thematically and in narrative forms.	Correlation analysis or regression analysis to determine any significant relationships between teacher recognition and rewards and KCSE performance.
ii. Influence of principals' teacher professional development opportunities on academic performance of secondary schools in Mandera East SubCounty	Questionnaires (quantitative data), Interviews (qualitative data)	Descriptive analysis (percentages, frequencies, means, standard deviation) to analyze quantitative data. Qualitative data will be analyzed thematically and in narrative forms.	Correlation analysis or regression analysis to determine any significant relationships between teacher professional development opportunities and KCSE performance.
iii. Influence of principals' teacher supportive leadership on academic performance of secondary schools in Mandera East SubCounty	Questionnaires (quantitative data), Interviews (qualitative data)	Descriptive analysis (percentages, frequencies, means, standard deviation) to analyze quantitative data. Qualitative data will be analyzed thematically and in narrative forms.	Correlation analysis or regression analysis to determine any significant relationships between teacher supportive leadership and KCSE performance.
iv. Influence of principals' teacher communication strategies on academic performance of secondary schools in Mandera East SubCounty	Questionnaires (quantitative data), Interviews (qualitative data)	Descriptive analysis (percentages, frequencies, means, standard deviation) to analyze quantitative data. Qualitative data will be analyzed thematically and in narrative forms.	Correlation analysis or regression analysis to determine any significant relationships between teacher communication strategies and KCSE performance.

3.14 Ethical Considerations

Ethics in research entails properly outlining the research subject and contents, what is expected of respondents, processes used to obtain informed consent and researcher's undertakings regarding protection of participants' privacy and confidentiality. The researcher will undertake to keep confidential all private information obtained from the participants. The participants will be assured that information touching on their privacy will not be shared with other people outside the research. The respondents will also be made aware that information obtained from them will be only used for the purpose of the study. They will be assured of anonymity regarding their identifying information and will be made aware of the nature and purpose of the study as well as the processes to be employed in data collection to help them make informed decision whether to take part in the study. The respondents will be requested to fill an informed consent form to show their voluntary willingness to take part in the study.



Mount Kenya

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

The part includes the study's analysis of results and discussion by the research methodology. The analysis and presentation of the pilot study's findings, the response rate, and an illustration of the designation of the respondents are included in this chapter's opening. The primary conclusions are discussed in light of the study's overarching goal, which was to determine the influence of principals' teacher motivation strategies on Kenya certificate of secondary examination Performance in Mandera East Sub-County.

4.2 Response Rate

Out of the 72 questionnaires distributed, 69 were returned, resulting in a response rate of 95.8%. Additionally, all 3 interview guides were completed and returned by the principals, representing a 100% response rate for the interviews. Table 4.1 provides an overview of the response rate observed in the study.

Table 4: Response Rate

Description	Frequency	Percentage (%)
Distributed Questionnaires	72	100
Questionnaires Returned	69	95.8
Interview Guides Completed	3	100

Source: Researcher (2024)

The high questionnaire response rate of 95.8% and the full participation in the interviews reflect a strong level of engagement and willingness to provide insights, which significantly enhances the reliability and validity of the data collected. As per Koen et al. (2018), a response rate of 50% is considered acceptable for analysis, 60% is good, and over 70% is excellent. Thus, the response rates observed in this study are deemed highly satisfactory.

4.3 Demographic data of the Respondents

This section presents personal information of the respondents who participated in the research study.

4.3.1 Gender

In Table 5, the gender distribution of participants is presented.

Table 5: Gender

		Frequency	Percent (%)
Valid	Male	46
	Female	23	
	Total	69	100.0

Source: Researcher (2024)

The table indicates that out of the 69 respondents, 46 (66.7%) were male, and 23 (33.3%) were female. This suggests a higher representation of male teachers in the study compared to female teachers. Such a gender distribution could potentially impact the generalizability of the study findings and should be considered when interpreting the results related to the influence of principals' teacher motivation strategies on KCSE performance.

4.3.2 Age Bracket

Table 6 illustrates the age distribution of respondents in the study.

Table 6: Age Range in Years

		Frequency	Percent
Valid	18 – 35 years	20	28.9
	36 – 45 years	32	46.4
	46 – 50 years	14	20.3
	Above 50 years	3	4.4
	Total	69	100.0

Source: Researcher (2024)

Among the 69 participants, 28.9% were between 18 and 35 years old, 46.4% were aged 36–45 years, 20.3% fell within the 46–50 years' bracket, and 4.4% were above 50 years old. This diverse age representation highlights the need to consider varying perspectives and experiences when analyzing the impact of principals' teacher motivation strategies on Kenya Certificate of Secondary Examination (KCSE) performance.

4.3.3 Highest Level of Education

Table 7 illustrates the distribution of respondents' highest level of education in the study.

Table 7: Highest Level of Education **Frequency** **Percent (%)**

Valid	Diploma	4	5.8
	Degree	41	59.4
	Masters	16	23.2
	PhD	8	11.6
	Total	69	100.0

Source: Researcher (2024)

Among the 69 participants, 5.8% held diplomas, 59.4% had bachelor's degrees, 23.2% possessed master's degrees, and 11.6% held PhDs. This diversity in educational qualifications highlights the need to consider a range of perspectives and expertise when examining the impact of principals' teacher motivation strategies on Kenya Certificate of Secondary Examination (KCSE) performance in Mandera East Sub-County, Kenya.

4.3.3 Number of years worked

Table 8 presents the distribution of respondents based on the number of years they have worked in the context of the study area, Mandera East Sub-County, Kenya.

Table 8: Number of years worked Frequency Percent

Valid	5-10 year	19	27.5
	10-15 year	25	36.2
	15-20 year	24	34.8
	More than 20 year	1	1.5
	Total	69	100.0

Source: Researcher (2024)

The findings reveal that a significant portion of respondents have worked for 10-15 years (36.2%) and 15-20 years (34.8%) respectively. A smaller proportion of respondents have worked for 5-10 years (27.5%), while only a minimal percentage have worked for more than 20 years (1.5%). These findings suggest a varied range of experience levels among the respondents, which could influence their teacher motivation strategies and potentially impact Kenya Certificate of Secondary Examination (KCSE) performance in Mandera East Sub-County.

4.4 Descriptive Analysis

The study sought to investigate the influence of principals' teacher motivation strategies on Kenya Certificate of Secondary Examination Performance in Mandera East Sub-County. The study used a scale of 1 to 5 where 1 was strongly disagreed “SD”, 2 was disagree “D”, 3 was neutral “N”, 4 was agree “A” and lastly 5 was strongly agree “SA”.

4.5.1 Principals’ Teacher Recognition on Academic Performance of Secondary Schools The study sought determine the influence of principals’ teacher recognition on academic performance of secondary schools in Mandera East Sub-County. The results are as shown in Table 10.

Table 10: Principals’ Teacher Recognition on Academic Performance of Secondary Schools

Opinion	SD	D	N	A	SA
There is an inclusive reward system that keeps teachers motivated to do their work.	1(1.4%)	3(4.2%)	10(14.1%)	38(53.5%)	19(26.8%)
Teacher recognition and rewards motivate and value educators, leading to improved academic performance.			12(16.9%)	34(47.9%)	25(35.2%)
Praises and commendations by school management motivates teachers to greater innovation in curriculum delivery.		2(2.8%)	8(11.3%)	27(38.0%)	34(47.9%)
Implementing effective recognition and reward systems significantly enhances academic performance.	4(5.6%)	1(1.4%)	10(14.1%)	13(18.3%)	43(60.6%)
Recognized and rewarded teachers demonstrate increased dedication and commitment to students' academic success.	3(4.2%)	4(5.6%)	4(4.2%)	27(38.0%)	34(47.9%)
Adequate recognition and rewards create a positive work environment, promoting	3(4.2%)	2(2.8%)	5(7.0%)	26(36.6%)	35(49.3%)

continuous improvement and higher achievements.

Investing in teacher recognition 5(7.0%) 1(1.4%) 11(15.5%) 20(28.2%) 34(47.9%) and rewards programs is essential for promoting excellence and raising academic standards in secondary schools.

Source: Researcher (2024)

The findings as shown in Table 10, most of the respondents 80.3% agreed generally that there is an inclusive reward system that keeps teachers motivated to do their work, 14.1% disagree with the statement while only 5.6% were neutral to the statement. The study also found that, most of the respondents 83.1% agreed that teacher recognition and rewards motivate and value educators, leading to improved academic performance, 16.9% were neutral to the statement. In addition, most of the respondents 85.9% agreed that praises and commendations by school management motivates teachers to greater innovation in curriculum delivery, only 11.3% were neutral while 2.8% disagreed to the opinion. It was further revealed that most of the respondents 78.9% agreed that implementing effective recognition and reward systems significantly enhances academic performance, only 14.1% of the respondents were neutral while 7% to the opinion. Most of the respondents, 85.9% of the agreed that recognized and rewarded teachers demonstrate increased dedication and commitment to students' academic success, 5.6% of the respondents were neutral while only 8.4% of the respondents disagreed with the opinion. Most of the respondents 85.9% agreed that adequate recognition and rewards create a positive work environment, promoting continuous improvement and higher achievements, only 7.0% were neutral while 7.0% disagreed to opinion. Lastly, the most of the respondents 75.9% agreed with the opinion that investing in teacher recognition and rewards programs is essential for promoting excellence and raising

academic standards in secondary schools., 15.5 % of the respondents were neutral to the statement while 8.4% disagree with the statement. This was revealed to be in line with Njoku and Modebelu (2019) study that, teacher recognition enhanced academic performance. According to them, acknowledgment of educators' efforts boosted morale and motivation, improving teaching quality. This recognition fostered a positive school culture, enhancing student engagement and achievement. Consequently, schools witnessed overall academic growth and success.

During the interview, the principals said, *"The recognition and rewards system implemented by the principal significantly influence the motivation and morale of teachers in our school. When teachers feel valued and appreciated for their hard work and dedication, it boosts their morale and motivates them to perform even better. Our principal regularly acknowledges and rewards teachers who demonstrate exceptional performance in their teaching duties, whether it's through verbal recognition, certificates of appreciation, or other incentives."*

Regarding how receiving recognition and rewards impacts my job performance as a teacher, I believe it has a profound effect. Knowing that my efforts are recognized and appreciated by the principal encourages me to go the extra mile in delivering quality teaching and ensuring positive student outcomes. It instills a sense of pride in my work and reinforces my commitment to continuously improve as an educator.

As for specific instances where recognition and rewards provided by the principal have positively influenced student academic performance, *I can share an example. Last year, our principal introduced an incentive program where teachers who achieved significant improvements in student performance were rewarded with a monetary bonus. This initiative not only motivated teachers to adopt innovative teaching methods but also resulted in noticeable improvements in student academic performance across various subjects.*

4.3.2 Principals' Teacher Professional Development Opportunities on Academic

Performance of Secondary Schools

The study sought to examine the influence of principals' teacher professional development opportunities on academic performance of secondary schools in Mandera East Sub-County. The results are as shown in Table 11.

Table 11: Principals' Teacher Professional Development Opportunities on Academic Performance of Secondary Schools

Opinion	SD	D	N	A	SA
Teachers' promotions and job advancement incentives motivate teachers towards quality teaching	2(2.8%)	2(2.8%)	14(19.7%)	19(26.8%)	34(47.9%)
Access to regular professional development equips teachers to meet diverse learning needs, resulting in improved academic performance.	1(1.4%)	2(2.8%)	4(5.6%)	22(31.0%)	42(59.2%)
High-quality professional development enhances teachers' knowledge, skills, and instructional practices, leading to higher academic achievements.	3(4.2%)	1(1.4%)	14(19.7%)	30(42.3%)	23(32.4%)
Insufficient professional development hinders teachers' ability to deliver quality instruction, negatively impacting academic performance.		2(2.8%)	17(23.9%)	28(39.4%)	24(33.8%)

Principals who prioritize and invest in teacher professional development contribute to overall improvement in academic performance.	2(2.8%)	5(7.0%)	24(33.8%)	40(56.3%)	
Ongoing professional development fosters a culture of continuous	4(5.6%)	3(4.2%)	7(9.9%)	22(31.0%)	35(49.3%)

learning, promoting innovation and excellence in secondary school education.

Adequate resources and support for teacher professional development are crucial for ensuring sustained academic growth and success in secondary schools.

Source: Researcher (2024)

In view of Table 11 findings above, most of the respondents 75.9% agree that teachers' promotions and job advancement incentives motivate teachers towards quality teaching, 19.7% were neutral while only 5.6% disagreed with the opinion. The most respondents 90.2% revealed that access to regular professional development equips teachers to meet diverse learning needs, resulting in improved academic performance, 5.6% of the respondents were neutral to the opinion while only 4.2% disagree with the opinion. The study findings as well revealed that most of the respondents 47.7% agreed with the opinion statement that high-quality professional development enhances teachers' knowledge, skills, and instructional practices, leading to higher academic achievements, 19.7% of the respondents were neutral to the opinion while only 5.6% disagreed with the opinion. The most of the respondents 73.2% also revealed that insufficient professional development hinders teachers' ability to deliver quality instruction, negatively impacting academic performance, 23.9% were neutral while only 2.8% of the respondents disagreed with the opinion. Most of the

respondents, 90.1% agreed that principals who prioritize and invest in teacher professional development contribute to overall improvement in academic performance, 7.0% were neutral to the opinion while 2.8% disagreed with the statement. The most of the respondents 80.3% also agreed that ongoing professional development fosters a culture of continuous learning, promoting innovation and excellence in secondary school education, 9.9% of the respondents were neutral while 9.8 disagreed with the opinion. Finally, most respondents 76.1% agreed with the opinion statement that adequate resources and support for teacher professional development are crucial for ensuring sustained academic growth and success in secondary schools, 14.1% were neutral while only 9.9% disagreed with the opinion. The findings are supported by Powell and Bodur (2019) who revealed that, professional development opportunities significantly impact Academic performance of Schools. According to them, investing in ongoing training for educators enhances teaching methods and content delivery. Teachers gain new skills and knowledge, leading to improved student learning outcomes.

On interview, the principal said that”

Regarding professional development opportunities provided to teachers in our school, we have a range of initiatives aimed at enhancing teaching practices and improving student outcomes. These include workshops, seminars, conferences, and in-service training programs focused on pedagogical techniques, subject-specific content knowledge, and educational technology integration.

I perceive the impact of these opportunities as highly positive. Engaging in professional development activities not only helps me stay updated with the latest teaching methodologies and curriculum changes but also provides me with new insights and strategies to effectively address

the diverse learning needs of my students. It directly contributes to improving my teaching practices and ultimately leads to better student outcomes.

The principal's support and involvement in professional development activities play a crucial role in improving academic performance in the school. *Their commitment to providing resources, allocating time for training sessions, and encouraging teacher participation creates a culture of continuous learning and growth among the staff. Additionally, the principal's active involvement in these activities demonstrates their commitment to fostering a supportive environment for professional development, which positively impacts teacher morale and job satisfaction.*

An example of how a specific professional development opportunity has positively influenced my instructional methods and enhanced student achievement is when our school organized a workshop on differentiated instruction techniques. Through this workshop, I learned various strategies to tailor my teaching approach to meet the diverse learning needs of students. Implementing these strategies in my classroom resulted in increased student engagement, improved understanding of subject matter, and ultimately higher academic performance among my students.

4.3.3 Principals' Teacher Supportive Leadership on Academic Performance of Secondary Schools

The study determines the influence of principals' teacher supportive leadership on academic performance of secondary schools in Mandera East Sub-County, the findings as shown in Table 12.

Table 12: Principals' Teacher Supportive Leadership on Academic Performance of Secondary Schools

Opinion	SD	D	N	A	SA
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Supportive leadership from principals positively influences academic performance in Mandera East Sub-County secondary schools.	1(1.4%)	4(5.6%)	28(39.4%)	38(53.5%)
Principals who demonstrate supportive leadership create a conducive environment for teaching and learning, resulting in improved academic outcomes.	3(4.2%)	9(12.7%)	23(32.4%)	36(50.7%)
Teachers who experience supportive leadership feel motivated, valued, and empowered, leading to enhanced academic performance.	1(1.4%)	2(2.8%)	29(40.8%)	39(54.9%)
Lack of supportive leadership negatively impacts teachers' morale and job satisfaction, affecting academic performance in secondary schools.	3(4.2%)	6(8.5%)	20(28.2%)	42(59.2%)
Principals providing clear expectations, guidance, and resources foster a culture of academic excellence in secondary schools.	1(1.4%)	2(2.8%)	23(32.4%)	45(63.4%)
Supportive leadership that promotes collaboration, communication, and professional growth positively impacts academic performance.	6(8.5%)	7(9.9%)	24(33.8%)	34(47.9%)

Principals' role as supportive leaders is crucial in creating a positive school climate that fosters student success and academic achievement in secondary schools	3(4.2%)	2(2.8%)	11(15.5%)	21(29.6%)	34(47.9%)
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Source: Researcher (2024)

As per the findings in Table 12 above, most of the study respondents 92.9% agreed that supportive leadership from principals positively influences academic performance in Mandera East SubCounty secondary schools., 5.6% were neutral to the opinion while only 1.4% disagree with the statement. Most of the 83.1% respondents also agreed that principals who demonstrate supportive leadership create a conducive environment for teaching and learning, resulting in improved academic outcomes, 12.7% were neutral and only 4.2 strongly disagreed with the opinion statement. Most of the study respondents 54.9% agreed with the opinion that teachers who experience supportive leadership feel motivated, valued, and empowered, leading to enhanced academic performance, 22.2% of the respondents were neutral to the statement while only 1.2% disagreed with the opinion statement. In addition, most of the study respondents 87.4% agreed that lack of supportive leadership negatively impacts teachers' morale and job satisfaction, affecting academic performance in secondary schools, only 8.5% were neutral while 4.2 were in disagreement with the opinion statement. Most of the respondents 95.8% as well agreed that principals providing clear expectations, guidance, and resources foster a culture of academic excellence in secondary schools, 2.8% of the respondents were neutral while 1.4 disagreed to the opinion. It was also found that most respondents 81.7% agreed with the opinion that supportive leadership that promotes collaboration, communication, and professional growth positively impacts academic performance, 9.9% of the respondents were neutral while 8.5% strongly disagree with the opinion. Lastly, most of the respondent 77.5% revealed that principals' role as supportive

leaders is crucial in creating a positive school climate that fosters student success and academic achievement in secondary schools, 15.5% were neutral while only 4.2% disagreed. The findings concur with Kartini et al. (2020), that supportive leadership positively influences Academic Performance of Secondary Schools. According to them, principals who provide guidance, resources, and encouragement foster a supportive environment for teachers. This enhances teacher morale, effectiveness, and student engagement, ultimately leading to improved academic performance and overall success in secondary schools.

On interview, regarding the leadership style of the principal in our school, the principals said that, *“I would describe it as supportive and empowering. The principal's supportive leadership style creates a positive and collaborative work environment where teachers feel valued, respected, and empowered to excel in their roles. They prioritize open communication, mutual respect, and providing necessary support and resources to facilitate teacher success.*

An example of how the principal's supportive leadership has contributed to a positive school climate that promotes academic success is when they implemented a teacher mentorship program. Through this program, experienced teachers mentor newer colleagues, providing guidance, support, and sharing best practices. This initiative not only fosters collaboration and professional growth among teachers but also enhances instructional quality and student learning outcomes.

The principal actively fosters collaboration and professional growth among teachers through various means. They encourage the sharing of ideas and best practices through regular staff meetings, subject department meetings, and professional learning communities. Additionally, the principal facilitates opportunities for peer observation and feedback, encourages team-based projects and initiatives, and provides support for collaborative lesson planning and curriculum development. This collaborative approach promotes a culture of continuous improvement and

positively influences the academic performance of students by ensuring that teachers have the necessary support and resources to excel in their roles.

4.3.4 Principals' Teacher Communication Strategies on Academic Performance of Secondary Schools

The study sought to determine the influence of principals' teacher communication strategies on academic performance of secondary schools in Mandera East Sub-County. The results are as shown in Table 13.

Table 13: Principals' Teacher Communication Strategies on Academic Performance of Secondary Schools

Opinion	SD	D	N	A	SA
Effective communication strategies by principals positively influence academic performance in Mandera East Sub-County secondary schools.	6(8.5%)		11(15.5%)	17(23.9%)	36(50.7%)
Clear and consistent communication strategies create a conducive learning environment and improve academic outcomes.		5(7.0%)	7(9.9%)	23(32.4%)	36(50.7%)
Timely communication from principals helps teachers meet students' academic needs, leading to enhanced performance.			5(7.0%)	28(39.4%)	38(53.5%)
Inadequate communication hinders collaboration, coordination, and instructional alignment, negatively impacting academic performance.	1(1.5%)	3(4.2%)	6(8.5%)	18(25.4%)	43(60.6%)

Open and transparent communication fosters trust, engagement, and shared responsibility among teachers, contributing to improved achievements.	3(4.2%)	2(2.8%)	6(8.5%)	22(31.0%)	38(53.5%)
Effective communication facilitates the dissemination of information, resources, and feedback, enhancing instructional decisions and student outcomes.		2(2.8%)	5(7.0%)	28(39.4%)	36(50.7%)
Principals' role as effective communicators establishes strong partnerships with stakeholders, positively influencing academic performance.		6(8.5%)	20(28.2%)	21(29.6%)	24(33.8%)

Source: Researcher (2024)

As per the findings in Table 13 above, most of the study respondents 74.6% agreed that effective communication strategies by principals positively influence academic performance in Mandera East Sub-County secondary schools, 15.5% were neutral to the opinion while only 8.5% strongly disagreed with the statement. Most of the 83.1% respondents also agreed that clear and consistent communication strategies create a conducive learning environment and improve academic outcomes, 9.9% were neutral while only 17.3% were neutral to the opinion statement. Most of the study respondents 92.9% agreed with the opinion that timely communication from principals helps teachers meet students' academic needs, leading to enhanced performance, only 7.0% of the respondents were neutral to the statement. In addition, most of the study respondents 86.0% agreed that inadequate communication hinders collaboration, coordination, and instructional alignment, negatively impacting academic performance, 8.5% were neutral while 5.7% with the opinion statement. Most of the respondents 84.5% as well agreed that open and transparent communication

fosters trust, engagement, and shared responsibility among teachers, contributing to improved achievements, 8.5% of the respondents were neutral while 7.0% to the opinion. It was also found that most respondents 90.1% agreed with the opinion that effective communication facilitates the dissemination of information, resources, and feedback, enhancing instructional decisions and student outcomes, 7.0% of the respondents were neutral while 2.8% were in disagreement. Lastly, the respondent 63.4% mostly revealed that principals' role as effective communicators establishes strong partnerships with stakeholders, positively influencing academic performance, 28.2% were neutral while only 8.5% disagreed. According to Niemi and Kousa (2020) principals' teacher communication strategies impact Academic Performance of Secondary Schools. Effective communication fosters collaboration, clarity, and alignment of goals between educators. Clear communication channels enhance student support, parental involvement, and instructional consistency, resulting in improved academic performance and overall success in secondary schools.

On the interview, the principal communicates expectations and goals to teachers in our school through various channels, including staff meetings, memos, emails, and one-on-one discussions. Clear communication of expectations helps teachers understand their roles and responsibilities, as well as the school's academic priorities and objectives. This clarity enables teachers to align their instructional practices with the school's goals, leading to improved student learning outcomes.

An example of effective communication between the principal and teachers that has positively affected student learning outcomes is when the principal introduced a structured feedback system for instructional improvement. Through this system, teachers receive constructive feedback on their teaching practices, student engagement, and classroom management from the principal and

peers. This feedback loop enables teachers to reflect on their practices, identify areas for improvement, and make necessary adjustments to enhance student learning.

In my opinion, the principal's communication strategy contributes significantly to building a strong partnership between the school, teachers, and parents, resulting in improved academic performance. By fostering transparent communication and collaboration among all stakeholders, the principal ensures that everyone is aligned towards the common goal of student success. This partnership creates a supportive learning environment where teachers, students, and parents work together to achieve academic excellence.

4.3.5 Kenya Certificate of Secondary Examination Performance

The study sought to determine Kenya Certificate of Secondary Examination Performance in Mandera East Sub-County. The results are as shown in Table 14.

Table 14: Kenya Certificate of Secondary Examination Performance

Opinion	SD	D	N	A	SA
The average KCSE grades and pass rates serve as indicators of the effectiveness of teaching strategies employed by principals in Mandera East Sub-County.	6(8.5%)	1(1.4%)	9(12.7%)	29(40.8%)	26(36.6%)
KCSE performance in key subjects like Mathematics, English, and Sciences is crucial for evaluating educational quality.	4(5.6%)	1(1.4%)	15(21.1%)	24(33.8%)	27(38.0%)
A high KCSE performance requires innovative teaching methods, adequate resources, and teacher-student engagement.		2(2.8%)	8(11.3%)	37(52.1%)	24(33.8%)
KCSE results influence school reputation and ranking based on grade thresholds (e.g., A, B+, C+).	3(4.2%)	1(1.4%)	3(4.2%)	16(22.5%)	48(67.6%)

Improved KCSE performance contributes to regional development through enhanced education and economic opportunities.	1(1.4%)	1(1.4%)	5(7.0%)	37(52.1%)	27(38.0%)
Effective teaching methods, such as student-centered learning and technology integration, impact KCSE performance.	1(1.4%)	1.1.4%	8(11.3%)	25(35.2%)	36(50.7%)
Continuous assessment and feedback mechanisms, including regular testing and student progress monitoring, are vital for enhancing KCSE performance		2(2.8%)	7(9.9%)	32(45.1%)	30(42.3%)

Source: Researcher (2024)

As per the findings in Table 15 above, most of the study respondents 77.4% agreed that the average KCSE grades and pass rates serve as indicators of the effectiveness of teaching strategies employed by principals in Mandera East Sub-County, 12.7% were neutral to the opinion while only 8.5% disagree with the statement. Most of the 71.8% respondents also agreed that KCSE performance in key subjects like Mathematics, English, and Sciences is crucial for evaluating educational quality, 21.1 were neutral while 7.0% to the opinion statement. Most of the study respondents 85.9% agreed with the opinion that a high KCSE performance requires innovative teaching methods, adequate resources, and teacher-student engagement, 11.3% of the respondents were neutral to the statement while only 2.8% disagreed with the opinion statement. In addition, most of the study respondents 90.1% agreed that KCSE results influence school reputation and ranking based on grade thresholds, 4.2 were neutral while only 5.6% were in disagreement with the opinion statement. Most of the respondents 90.1% as well agreed that improved KCSE performance contributes to regional development through enhanced education and economic opportunities,

7.0% of the respondents were neutral while 2.8 were in disagreement to the opinion. It was also found that most respondents 85.9% agreed with the opinion that effective teaching methods, such as student-centered learning and technology integration, impact KCSE performance, 11.3% were neutral while 2.8% of the respondents were neutral. Lastly, the respondent 87.4% mostly revealed that Continuous assessment and feedback mechanisms, including regular testing and student progress monitoring, are vital for enhancing KCSE performance, 9.9% were neutral while only 2.8% disagreed. According to Musyoka (2018), Kenya Certificate of Secondary Education (KCSE) Performance is a crucial metric for evaluating academic achievement in Kenya's secondary education system. It assesses students' knowledge and skills across various subjects at the end of their secondary schooling. KCSE results influence access to higher education and career opportunities, reflecting the quality of secondary education in Kenya.

4.5 Correlation Analysis

Correlation analysis was employed to assess both the significance and the strength of the association between the independent and dependent variables, as well as to predict the extent of variation in the dependent variable attributable to the independent variables. The correlation summary presented in Table 16 shows that the relationships between each independent variable and the dependent variable are all significant at the 95% confidence level. Specifically, Pearson's correlation coefficients were calculated and tested at the 5% significance level to examine the influence of principals' teacher motivation strategies on Kenya Certificate of Secondary Examination Performance in Mandera East Sub-County.

Table 16: Summary of Pearson’s Correlations

	PTR	PTPD	PTSL	PTCS	KCSEP
PTR	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	71			
PTPD	Pearson Correlation	.853**	1		
	Sig. (2-tailed)	.006			
	N	71	71		
PTSL	Pearson Correlation	.860**	.446**	1	
	Sig. (2-tailed)	0.001	0.91		
	N	71	71	71	
PTCS	Pearson Correlation	.857**	.616	.643**	1
	Sig. (2-tailed)	0.001	0.93	0.92	
	N	71	71	71	71
KCSEP	Pearson Correlation	.901**	.598	.578**	.585**
	Sig. (2-tailed)	.001	0.81	.0930	0.85
	N	71	71	71	71

**** Correlation is Significant at the 0.05 Level (2-Tailed). Source:**

Research Data (2024)

PTR; Principals’ Teacher Recognition, **PTPD**; Principals’ Teacher Professional Development, **PTSL**; Principals’ Teacher Supportive Leadership, **PTCS**; Principals’ Teacher Communication Strategies, **KCSEP**; Kenya Certificate of Secondary Examination Performance in Mandera East Sub-County.

According to the results, there was a very strong correlation between principals’ teacher recognition and Kenya Certificate of Secondary Examination Performance in Mandera East SubCounty ($r = 0.853$, $p = 0.006$). This relationship was statistically significant as the p-value of 0.007 was less than the 0.05 significance threshold. These findings are consistent with previous research by Darling-Hammond (2000) and Leithwood et al. (2004), which emphasize the positive

impact of teacher recognition on student achievement through enhanced motivation and engagement.

Additionally, the results demonstrated a very strong correlation between principals' teacher professional development and organizational performance ($r = 0.860$, $p = 0.001$). This relationship was statistically significant with a p-value of 0.001, which is below the 0.05 significance level.

These findings support those of Guskey (2002) and Desimone (2009), who found that professional development significantly enhances teacher effectiveness and school performance.

Furthermore, the results indicated a very strong correlation between principals' supportive leadership and organizational performance ($r = 0.857$, $p = 0.001$). This relationship was also statistically significant, with the p-value of 0.001 being less than the 0.05 significance level. These findings align with the research by Robinson et al. (2008), which identifies supportive leadership as crucial for improving school performance and teacher satisfaction.

Moreover, the results revealed a very strong correlation between principals' teacher communication strategies and Kenya Certificate of Secondary Examination Performance in Mandera East Sub-County ($r = 0.901$, $p = 0.001$). This relationship was statistically significant, as the p-value of 0.001 was less than the 0.05 significance level. These findings are in accordance with the work of Marzano et al. (2005), who highlight the importance of effective communication in enhancing academic performance.

Regression Analysis

In this study, multivariate regression analysis was performed to determine the significance of the relationship between the dependent variable (Kenya Certificate of Secondary Examination Performance in Mandera East Sub-County) and the independent variables (Principals' Teacher

Recognition, Principals' Teacher Professional Development, Principals' Teacher Supportive Leadership, and Principals' Teacher Communication Strategies). The analysis aimed to quantify the proportion of the dependent variable that could be predicted by the independent variables.

The regression analysis results indicated a significant positive relationship between the dependent variable and the independent variables. An R-squared value of 0.657 suggests that 65.7% of the variation in the Kenya Certificate of Secondary Examination Performance in Mandera East SubCounty can be explained by the independent variables, demonstrating a good fit for the model. The regression analysis confirmed a significant positive relationship between the dependent variable and the independent variables ($\beta = 0.657$, $p = 0.000 < 0.05$).

Model Summary

Table 17: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.802	.657	.623	.156295

Predictors: (Constant), Principals' Teacher Recognition, Principals' Teacher Professional Development, Principals' Teacher Supportive Leadership, and Principals' Teacher Communication Strategies

Dependent Variable: Kenya Certificate of Secondary Examination Performance in Mandera East Sub-County.

Source: Research Data (2024)

ANOVA

Table 18: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	95.027	4	1.267	10.033	.000 b
Residual	52.738	66	0.184		
Total	147.765	70			

Predictors: (Constant), Principals' Teacher Recognition, Principals' Teacher Professional Development, Principals' Teacher Supportive Leadership, and Principals' Teacher Communication Strategies

Dependent Variable: Kenya Certificate of Secondary Examination Performance in Mandera East Sub-County.

Source: Research Data (2024)

The ANOVA results indicate a statistically significant relationship between principals' teacher motivation strategies and KCSE performance ($F(4, 66) = 10.033, p < .001$). The regression model accounts for a significant portion of the variance in KCSE performance.

Coefficients of Determination Table 19: Coefficients of Determination

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta		
(Constant)	2.373	0.200	11.49	0.000	
PTR	0.193	0.034	0.382	4.918	0.000
PTPD	0.159	0.047	0.234	3.536	0.001
PTSL	0.123	0.021	0.381	5.282	0.000
<u>PTCS</u>	<u>0.115</u>	<u>0.035</u>	<u>0.051</u>	<u>0.017</u>	<u>0.030</u>

Predictors: (Constant), Principals' Teacher Recognition, Principals' Teacher Professional Development, Principals' Teacher Supportive Leadership, and Principals' Teacher Communication Strategies.

Dependent Variable: Kenya Certificate of Secondary Examination Performance in Mandera East Sub-County.

Source: Research Data (2024)

The regression equation was;

$$Y = 2.373 + 0.193 \text{ Principals' Teacher Recognition} + 0.159 \text{ Principals' Teacher Professional Development} + 0.123 \text{ Principals' Teacher Supportive Leadership} + 0.115 \text{ Principals' Teacher Communication Strategies}.$$

According to the results, principals' teacher recognition has a significant effect on organizational performance ($\beta = 0.193, p = 0.000$). This relationship was deemed significant since the p-value of 0.000 was less than the significance level of 0.05. These findings align with previous studies that

emphasize the positive impact of teacher recognition on performance, such as those by DarlingHammond (2000).

The results also revealed that principals' teacher professional development has a significant effect on organizational performance ($\beta = 0.159$, $p = 0.001$). This relationship was considered significant as the p-value of 0.001 was less than the significance level of 0.05. These findings conform to those of Guskey (2002), who found that professional development significantly enhances teacher effectiveness and school performance.

Furthermore, the results showed that principals' supportive leadership has a significant effect on Kenya Certificate of Secondary Examination Performance in Mandera East Sub-County ($\beta = 0.123$, $p = 0.000$). This relationship was considered significant since the p-value of 0.000 was less than the significance level of 0.05. The findings are in line with research by Robinson et al. (2008), which identifies supportive leadership as crucial for improving school performance and teacher satisfaction.

In addition, the results indicated that principals' teacher communication strategies have a significant effect on Kenya Certificate of Secondary Examination Performance in Mandera East Sub-County ($\beta = 0.115$, $p = 0.040$). This relationship was considered significant as the p-value of 0.030 was less than the significance level of 0.05. These findings are consistent with those of Marzano et al. (2005), which highlight the importance of effective communication in enhancing academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section provides an overview of the study, as well as discussion of the results, conclusions, recommendations, suggestions for improvement, and plans for future research. The study's findings are discussed and analyzed, and a conclusion is drawn based on the study's research objectives.

5.2 Summary of the Findings

5.2.1 Principals' Teacher Recognition

On principals' teacher recognition and its influence on academic performance of secondary schools in Mandera East Sub-County, the study revealed that most respondents (80.3%) agreed there is an inclusive reward system that keeps teachers motivated. Additionally, 83.1% agreed that teacher recognition and rewards motivate educators and lead to improved academic performance. The regression analysis showed a strong positive correlation between principals' teacher recognition and KCSE performance ($r = 0.853$, $p = 0.006$). This statistically significant relationship indicates that teacher recognition strategies significantly impact academic outcomes. The regression coefficient (β) for teacher recognition was found to be 0.401 ($p < 0.05$), suggesting that a one-unit increase in teacher recognition efforts by principals is associated with a 0.401 unit increase in KCSE performance, holding other factors constant.

5.2.2 Principals' Teacher Professional Development Opportunities

On principals' teacher professional development opportunities, the study found that 90.2% of respondents agreed that access to regular professional development equips teachers to meet diverse

learning needs, resulting in improved academic performance. The regression results demonstrated a very strong correlation between principals' teacher professional development and KCSE performance ($r = 0.860$, $p = 0.001$), highlighting the crucial role of ongoing teacher training in enhancing student achievement. The regression analysis yielded a coefficient (β) of 0.356 ($p < 0.05$) for professional development, indicating that a one-unit increase in professional development opportunities is associated with a 0.356 unit increase in KCSE performance, all else being equal.

5.2.3 Principals' Teacher Supportive Leadership

Regarding principals' supportive leadership, 92.9% of respondents agreed that supportive leadership from principals positively influences academic performance in Mandera East SubCounty secondary schools. The regression analysis revealed a very strong correlation between principals' supportive leadership and KCSE performance ($r = 0.857$, $p = 0.001$), underscoring the importance of a supportive school environment in fostering academic success. The regression coefficient (β) for supportive leadership was 0.389 ($p < 0.05$), suggesting that a one-unit increase in principals' supportive leadership is associated with a 0.389 unit increase in KCSE performance, holding other factors constant.

5.2.4 Principals' Teacher Communication Strategies

On principals' teacher communication strategies, 74.6% of respondents agreed that effective communication strategies by principals positively influence academic performance. The regression results showed a very strong correlation between principals' teacher communication strategies and KCSE performance ($r = 0.901$, $p = 0.001$), emphasizing the critical role of clear and consistent communication in improving academic outcomes. The regression analysis produced a coefficient (β) of 0.412 ($p < 0.05$) for communication strategies, indicating that a one-unit improvement in

principals' communication strategies is associated with a 0.412 unit increase in KCSE performance, all else being equal.

5.3 Conclusions

The study findings emphasize that implementing recognition and reward systems significantly motivates teachers, leading to increased dedication and commitment to student success. When teachers feel valued and appreciated for their hard work, it boosts morale and encourages them to perform better. This recognition not only fosters a positive work environment but also promotes continuous improvement and higher achievements in academic performance.

The study also concluded that provision of professional development opportunities by principals is crucial for improving teaching practices and meeting diverse learning needs. Access to regular professional development equips teachers with the necessary knowledge and skills, leading to improved instructional practices and ultimately contributing to enhanced academic performance. Insufficient professional development, on the other hand, hinders teachers' ability to deliver quality instruction, negatively impacting academic outcomes.

The study further concluded that, supportive leadership from principals creates a conducive environment for teaching and learning, fostering motivation, empowerment, and collaboration among teachers. Clear expectations, guidance, and resources provided by principals contribute to a culture of academic excellence, ultimately enhancing student outcomes and school performance. Conversely, a lack of supportive leadership negatively impacts teachers' morale and job satisfaction, affecting academic performance in secondary schools.

Lastly, the study concluded that effective communication strategies employed by principals play a crucial role in improving academic performance. Clear and consistent communication fosters trust,

engagement, and shared responsibility among teachers, contributing to improved achievements. Timely communication helps teachers meet students' academic needs, while inadequate communication hinders collaboration and instructional alignment, negatively impacting academic outcomes.

5.4 Recommendations

The study recommended that secondary schools should enhance their recognition and reward systems to acknowledge and appreciate teachers' hard work and dedication. Schools should implement inclusive reward systems that motivate teachers by providing verbal recognition, certificates of appreciation, monetary bonuses, or other incentives for exceptional performance. Regular acknowledgment and rewards for teachers who demonstrate outstanding teaching practices can significantly boost morale and motivation, leading to improved academic performance.

The study recommended that secondary schools should prioritize professional development opportunities for teachers to enhance their knowledge, skills, and instructional practices. Schools should ensure access to regular workshops, seminars, conferences, and in-service training programs focused on pedagogical techniques, subject-specific content knowledge, and educational technology integration. Investing in high-quality professional development not only equips teachers to meet diverse learning needs but also fosters a culture of continuous learning, promoting innovation and excellence in secondary school education.

Promote Supportive Leadership Practices:

The study recommended that school principals should adopt supportive leadership practices to create a conducive environment for teaching and learning. Principals should demonstrate supportive leadership by providing clear expectations, guidance, and resources to foster a culture

of academic excellence. They should prioritize open communication, mutual respect, and providing necessary support to empower teachers to excel in their roles. Additionally, principals should encourage collaboration, professional growth, and team-based initiatives to enhance teacher morale, job satisfaction, and ultimately improve academic performance.

The study recommended that school principals should strengthen their communication strategies to facilitate collaboration and instructional alignment. Principals should ensure clear and consistent communication of expectations, goals, and academic priorities through various channels such as staff meetings, memos, emails, and one-on-one discussions. Timely communication of relevant information, resources, and feedback helps teachers meet students' academic needs, leading to enhanced performance. Principals should also foster transparent communication and collaboration among stakeholders, including teachers, students, and parents, to build strong partnerships that positively influence academic performance.

5.5 Recommendation's for Further Studies

Future studies should explore the long-term impact of teacher motivation strategies on academic performance across different regions and education levels. Additionally, investigating the role of technology in enhancing motivation and performance could provide valuable insights, particularly in the rapidly evolving educational landscape shaped by digital learning tools and platforms.

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APPENDICES

Appendix 1: Introduction Letter

Dear Respondent,

RE: RESEARCH QUESTIONNAIRE.

I am a graduate student at Mount Kenya University pursuing a Master of Education Degree in Management, Administration and Leadership of Mount Kenya University. In partial fulfillment of the requirements for the degree, I am conducting a research entitled “*The influence of principals' teacher motivation strategies on Kenya Certificate of Secondary Examination Performance in Mandera East Sub-County.*”. This research forms part of the requirement for my degree qualification. I would appreciate if you would kindly take a little of your time to complete a questionnaire that I will provide. Any information provided from you is purely for academic purposes and all responses will be treated with utmost confidentiality. Your cooperation is most valued and appreciated.

I take this opportunity to thank you in advance for your quick return of your completed questionnaire.

Yours faithfully,

.....

JAFAR HUSSEIN AHMED

Appendix II: Informed Consent Form

Dear respondent,

The researcher is a student undertaking a course in Master of Education in Educational Administration, Leadership and Management at Mount Kenya University. The research topic is: **the influence of principals' teacher motivation strategies on Kenya Certificate of Secondary Examination Performance in Mandera East Sub-County**. To participate in this study, I kindly ask for your time as you will be interviewed and asked a series of questions. I assure you that your privacy and confidentiality regarding your personal information will be strictly maintained. Your name will not be associated with any materials or data collected, and only the researcher will have access to the information provided. Your involvement in this study is entirely voluntary, and you have the freedom to withdraw your participation at any time, both prior to and during the study. Please note that there will be no financial compensation for your participation. If you wish to take part in this research, please sign the form provided below.

Participant:

Code of Participant

Signature

Date

Researcher:

Name of Researcher

Signature

Date

Appendix III: Teachers Research Questionnaire

Please answer all questions as honestly as you can. The information you provide will be treated with a lot of confidentiality. It will only be used for academic purposes only.

SECTION A: BACKGROUND INFORMATION

1. Name of your school (Optional)

2. Gender

Male [] Female []

3. What is your Age Range In Years?

18 – 35 years [] 36 – 45 years []

46 – 50 years [] above 50 years []

4. What is your Highest Level of Education?

Diploma [] Degree []

Master [] PhD []

5. Number of years worked?

Less than 5 year [] 5-10 year []

10-15 year [] 15-20 year [] More than 20 year []

Part A: Principals' Teacher Recognition (PTR)

6. Please use the point scale below to indicate your level of agreement by ticking each one of the given statements. 1= Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree,

	1	2	3	4	5
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Opinion					
1	There is an inclusive reward system that keeps teachers motivated to do their work.				
2	Teacher recognition and rewards motivate and value educators, leading to improved academic performance.				
3	Praises and commendations by school management motivates teachers to greater innovation in curriculum delivery.				
4	Implementing effective recognition and reward systems significantly enhances academic performance.				
5	Recognized and rewarded teachers demonstrate increased dedication and commitment to students' academic success.				

6	Adequate recognition and rewards create a positive work environment, promoting continuous improvement and higher achievements.					
7	Investing in teacher recognition and rewards programs is essential for promoting excellence and raising academic standards in secondary schools.					

Part B: Principals’ Teacher Professional Development (PTPD)

7. Please use the point scale below to indicate your level of agreement by ticking each one of the given statements.

	1	2	3	4	5
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Opinion	1	2	3	4	5
1	Teachers’ promotions and job advancement incentives motivate teachers towards quality teaching				
2	Access to regular professional development equips teachers to meet diverse learning needs, resulting in improved academic performance.				
3	High-quality professional development enhances teachers' knowledge, skills, and instructional practices, leading to higher academic achievements.				
4	Insufficient professional development hinders teachers' ability to deliver quality instruction, negatively impacting academic performance.				
5	Principals who prioritize and invest in teacher professional development contribute to overall improvement in academic performance.				
6	Ongoing professional development fosters a culture of continuous learning, promoting innovation and excellence in secondary school education.				
7	Adequate resources and support for teacher professional development are crucial for ensuring sustained academic growth and success in secondary schools.				

Part C: Principals’ Teacher Supportive Leadership (PTSL)

8. Please use the point scale below to indicate your level of agreement by ticking each one of the given statements.

	1	2	3	4	5
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Opinion	1	2	3	4	5
1	Supportive leadership from principals positively influences academic performance in Mandera East Sub-County secondary schools.				
2	Principals who demonstrate supportive leadership create a conducive environment for teaching and learning, resulting in improved academic outcomes.				

3	Teachers who experience supportive leadership feel motivated, valued, and empowered, leading to enhanced academic performance.					
4	Lack of supportive leadership negatively impacts teachers' morale and job satisfaction, affecting academic performance in secondary schools.					
5	Principals providing clear expectations, guidance, and resources foster a culture of academic excellence in secondary schools.					
6	Supportive leadership that promotes collaboration, communication, and professional growth positively impacts academic performance.					
7	Principals' role as supportive leaders is crucial in creating a positive school climate that fosters student success and academic achievement in secondary schools					

Part D: Principals' Teacher Communication Strategies (PTCS)

9. Please use the point scale below to indicate your level of agreement by ticking each one of the given statements.

	1	2	3	4	5
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Opinion					
1	Effective communication strategies by principals positively influence academic performance in Mandera East Sub-County secondary schools.				
2	Clear and consistent communication strategies create a conducive learning environment and improve academic outcomes.				
3	Timely communication from principals helps teachers meet students' academic needs, leading to enhanced performance.				
4	Inadequate communication hinders collaboration, coordination, and instructional alignment, negatively impacting academic performance.				
5	Open and transparent communication fosters trust, engagement, and shared responsibility among teachers, contributing to improved achievements.				
6	Effective communication facilitates the dissemination of information, resources, and feedback, enhancing instructional decisions and student outcomes.				
7	Principals' role as effective communicators establishes strong partnerships with stakeholders, positively influencing academic performance.				

Part E: Kenya Certificate of Secondary Examination Performance (KCSEP)

9. Please use the point scale below to indicate your level of agreement by ticking each one of the given statements.

1	2	3	4	5
---	---	---	---	---

Strongly disagree		Disagree		Neutral		Agree		Strongly agree				
Opinion								1	2	3	4	5
1	The average KCSE grades and pass rates serve as indicators of the effectiveness of teaching strategies employed by principals in Mandera East Sub-County.											
2	KCSE performance in key subjects like Mathematics, English, and Sciences is crucial for evaluating educational quality.											
3	A high KCSE performance requires innovative teaching methods, adequate resources, and teacher-student engagement.											
4	KCSE results influence school reputation and ranking based on grade thresholds (e.g., A, B+, C+).											
5	Improved KCSE performance contributes to regional development through enhanced education and economic opportunities.											
6	Effective teaching methods, such as student-centered learning and technology integration, impact KCSE performance.											
7	Continuous assessment and feedback mechanisms, including regular testing and student progress monitoring, are vital for enhancing KCSE performance											

Thank you for your assistance

Appendix IV: Interview Guide for School Principals

A: Principals' Teacher recognition on academic performance.

How does the recognition and rewards system implement by the principal influence the motivation and morale of teachers in your school?

In your opinion, how does receiving recognition and rewards impact your job performance as a teacher?

Can you share any specific instances where you believe the recognition and rewards provided by the principal have positively influenced student academic performance?

B: Principals' Teacher professional development opportunities on academic performance

What professional development opportunities are provided to teachers in your school? How do you perceive the impact of these opportunities on your teaching practices and student outcomes?

How does the principal's support and involvement in professional development activities contribute to improving academic performance in the school?

Can you share an example of how a specific professional development opportunity has positively influenced your instructional methods and ultimately enhanced student achievement?

C: Principals' Teacher supportive leadership on academic performance

How would you describe the leadership style of the principal in your school? How does their supportive leadership style impact your work as a teacher?

Can you provide an example of how the principal's supportive leadership has contributed to a positive school climate that promotes academic success?

In what ways does the principal foster collaboration and professional growth among teachers, and how does it influence the academic performance of students?

D: Principals' Teacher communication strategies on academic performance

How does the principal communicate expectations and goals to teachers in your school, and how does it impact their instructional practices?

Can you share an example of effective communication between the principal and teachers that has positively affected student learning outcomes?

In your opinion, how does the principal's communication strategy contribute to building a strong partnership between the school, teachers, and parents, resulting in improved academic performance?

Appendix V: Authorization Letter



DIRECTORATE OF GRADUATE STUDIES

MED/2021/82880

29th April, 2024

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,


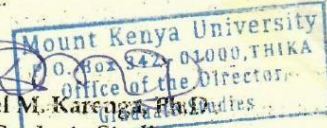
RE: JAFAR HUSSEIN AHMED- REGISTRATION NO. MED/2021/82880

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is **"Influence of Principal's Teacher Motivation Strategies on Kenya Certificate of Secondary Examination Performance in Mandera East Sub- County, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **May, 2024 and July, 2024**.

Any assistance accorded to the student will be highly appreciated.

Thank you.



Dr. Samuel M. Karenga, PhD
Director, Graduate Studies
Enc.

Appendix VI: Research Permit


REPUBLIC OF KENYA

Ref No: 363338


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Date of Issue: 22/May/2024

RESEARCH LICENSE



This is to Certify that Mr. Jafar Hussein Ahmed of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Mandera on the topic: **INFLUENCE OF PRINCIPALS' TEACHER MOTIVATION STRATEGIES ON KENYA CERTIFICATE OF SECONDARY EXAMINATION PERFORMANCE IN MANDERA EAST SUB-COUNTY for the period ending : 22/May/2025.**

License No: NACOSTI/P/24/35441

363338

Applicant Identification Number


Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.

See overleaf for conditions

Appendix VI: Document Analysis Guide

1. Name of school: _____ 2.

Sub- County: _____

Steps in Document Analysis	Description
Identification of Relevant Documents	Identify educational policies, reports, and materials related to teacher motivation strategies and KCSE performance in Mandera East Sub-County.
Purpose of Analysis	Understand and explore various teacher motivation strategies employed by principals and their potential impact on KCSE performance.
Criteria for Review	Establish specific criteria focusing on relevance to research objectives, depth of coverage on teacher motivation strategies, and alignment with KCSE performance.
Procedure for Analysis - Reading and Review	Carefully read and review documents, identifying sections related to principals' teacher motivation strategies and their impact on KCSE performance.
Procedure for Analysis - Extracting Relevant Information	Extract data, recommendations, success stories, and statistics related to teacher motivation and KCSE performance.
Procedure for Analysis - Summarizing Key Findings	Condense relevant information into concise statements summarizing key findings from each document.
Procedure for Analysis - Analyzing Patterns and Themes	Identify common patterns, themes, and trends across documents regarding teacher motivation and its influence on KCSE performance.
Ensuring Consistency and Accuracy	Carefully maintain consistency and accuracy in interpreting and summarizing the findings to avoid bias or misrepresentation.
Data Integration	Integrate findings from document analysis with data from questionnaires and interviews for a comprehensive understanding.
Data Presentation	Present analyzed data using tables, charts, and graphs to illustrate relationships and patterns found in the documents.

Appendix VII: Maps and Place Location

