

**INFLUENCE OF PRINCIPALS' MOTIVATION STRATEGIES ON TEACHER
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN
SAKU SUB-COUNTY, MARSABIT
COUNTY, KENYA**

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**A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE AWARD OF MASTER
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LEADERSHIP AND MANAGEMENT OF
MOUNT KENYA UNIVERSITY**

OCTOBER 2023

DECLARATION AND APPROVAL

Declaration by the Student

This research thesis is my original work and has not been presented for a degree in any other University or for any other award.

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We confirm that the work reported in this research thesis has been prepared by the candidate under our supervision.

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DEDICATION

I dedicate this thesis to my wife, Habiba Mude, sons, Abdihamid Hirbo and Malik Mude and daughters, Halima Mude, Hadija Mude and Asha Mude, for their support.



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I want to thank all of the people who actively contributed in the investigation process and other steps that led to the creation of this thesis. Due to their numerous, but essential corrections, I owe a debt of gratitude to Dr. Reuben and Dr. Kimamo Githui for their invaluable input in compiling this document. I give thanks to God for providing me with the commitment, perseverance, and resilience necessary to develop and ultimately produce this piece of work as well as for His immeasurable divine guidance. I owe a great deal of gratitude to each and every one of you on behalf of my Mount Kenya University colleagues who I might be unable to thank you personally. God bless you, and thanks again.



ABSTRACT

By using motivational techniques to encourage teachers to perform, principals play a crucial part in providing instructional leadership. However, many secondary school teachers in Saku Sub-county register low performance. Most teachers don't cover syllabus on time, and as a result, most of their students perform poorly on internal and national examinations. The purpose of the study was to assess the influence of principals' motivation strategies on teacher performance in public secondary schools in Saku Sub-county, Marsabit County, Kenya. The objectives were; to determine how teacher performance in public secondary schools was influenced by principals' reward strategies, teacher evaluation, provision of opportunities for professional development, and workplace situational factors. Motivation management theory and achievement theory guided the study. The study employed a concurrent triangulation research design with a mixed methodology. The target population consisted of 11 principals and 115 teachers, totaling 126 participants, from whom 96 respondents were chosen as a sample using Yamane's Formula. Stratified sampling was used to create four strata based on the number of zones in Saku Sub-county. Two principals from each zone were chosen by purposive sampling, taking into account schools where teacher attrition and poor student performance in the KCSE for the last five years. However, 22 teachers were chosen at random from each zone. The researcher was able to sample 88 teachers and 8 principals thanks to this sampling techniques. Quantitative data were gathered from teachers using questionnaires, and qualitative data from principals through interviews. To establish validity, reliability, credibility, and dependability, piloting was done among 10 respondents from a sample of secondary schools in Saku Sub-county. Based on the opinions of professionals in educational management, validity was determined. Test-re-test methodology was used to determine reliability, and Cronbach's Alpha Method yielded a reliability coefficient, $r = 0.789$, which indicated high internal reliability. Multiple analyses were used to establish credibility, and dependability through detailed reporting of the data collection process. Qualitative data were analyzed thematically and presented in narrative forms along the objectives. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages and inferential analysis was done using Pearson's Product Moment Correlation Analysis with the help of Statistical Packages for Social Sciences (SPSS 23) and presented using tables. According to the study, many teachers who are unable to finish syllabus time, which has led to low KCSE results. The motivational techniques employed by principals have not resolved this challenge. The study recommends that principals to develop fresh plans for inspiring and boosting the morale of teachers. By engaging in instructional supervision activities focused on teachers' classroom pedagogy, principals can create time to provide instructional leadership. For teachers to pursue further education, the Ministry of Education should design flexible programs. The Ministry of Education and other stakeholders should provide funds to create a comfortable working environment.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immuno Deficiency Virus
HIV	Human-Immuno Deficiency Virus
KICD	Kenya School of Curriculum Development
KNBS	Kenya National Bureau of Statistics
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
NCES	National Center for Education Statistics
SPSS	Statistical Package for Social Number works
UNESCO	United Nations Educational, Scientific and Cultural Organization



Mount Kenya University

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents study background, statement of the research problem, purpose, objectives, research questions, rationale, significance, limitations, delimitations, scope as well as its assumptions and operational definitions of terms.

1.1 Background to the Study

Teachers play a crucial character in the implementation of curriculum goals because they are at the center of the success of any educational reform. Teachers should implement classroom pedagogy, cover the curriculum, and, most importantly, make sure that learners earn outstanding academic performance on both internal and external exams, according to Aaronson, Lisa, and William (2014). Teacher motivation must be taken into consideration in order to understand this, though. An individual's drive might affect their desire to finish an activity. The concept of motivation divides behavior into two parts that explain why a behavior is being performed or what it is being done for.

In India, Bedassi (2019) posits that principals and other school leaders have introduced a multiplicity of strategies to motivate teachers to perform. According to Bedassi (2019), motivation strategies adopted by secondary school principals range from, but not limited to, teacher evaluation, merit pay, teacher induction, work environment premiums and sabbaticals for study or giving teachers opportunities to pursue professional development skills. In Italy, high school principals consider reward strategies and improvement of working environment as critical in enhancing teacher performance. Despite these claims, teacher motivation is still low and is compromised by a variety of factors, despite being primarily derived from the intrinsic values of

teaching. According to a report by Bishay (2015), compared to other professional groups, teachers in the Czech Republic experience increased work-related stress and decreased motivation. According to Goddard and Leask (2017), principals' administrative dynamics must be taken into consideration as the primary source of teacher motivation, organizational development, and student academic growth if high-quality education is to be realized. This shows that motivating techniques used by secondary school principals to encourage teachers may be targeted at specific levels or the entire group of teachers working in a particular environment.

For instance, Hardré and Sullivan (2017) assert that in Kuala Lumpur, from the perspective of the group, the principals' motivational determinations may take the form of their environment-designing, straight intervention, clear instructional, or interpersonal approaches. According to Hardré and Sullivan (2017), the self-controlled deeds of educators and the outcomes of their capabilities, combined with their proximal goals—those that they are most interested in achieving right away—and futuristic aspirations, are indicators of how well principals' motivational strategies are working. These claims support Millette's (2014) assertions that effective teacher management and motivation are crucial for achieving effective teacher performance.

According to Millette (2014), the principal sets the tone by inspiring and directing teachers must put in their best effort at work in incredibly successful institutions as well as in institutions that have bucked the trend of inadequate work and decreasing success. This suggests that principals' motivational techniques are useful for increasing the academic achievement of youngsters. The foundation of instructor performance in second-level schools in many Sub-Saharan African nations is laid by the principals' motivation strategies.

For instance, Akinwumi (2014) contends that career ladders like principalships, master instructor agendas, and distinguished employment alterations are meant to augment work and expand the duties of educators in Nigerian secondary educational institutions, while merit pay plans aim to acknowledge outstanding performance by educators with increased monetary rewards. According to Akinwumi (2014), secondary school principals' motivation strategies and dynamics include a variety of qualities or traits that help them oversee daily operations, supervise instruction effectively, and raise student achievement.

Lethoko (2015) asserts that in South Africa's Pretoria Region, principals should be able to observe what is happening on observing what goes on in the classrooms requires being aware of the production floor. As a result, Southworth (2015) argues that efficient educators' leadership understand the curriculum, pedagogy, student, and adult learning and gain a wealth of knowledge through their work. According to Southworth (2015), teachers who are active in their classrooms are inspired by the work that their own principals put into training and learning. Despite these claims, on the whole, formal municipal secondary educational institutions teachers in underdeveloped countries exhibit low or falling levels of motivation, which provides a negative image of their profession. The reality, though, differs from nation to nation. While other nations may experience different or no threats, some countries may experience specific threats to educator motivation.

In particular, Michaelowa (2014) realizes that over fifty percent of grade five instructors in Cameroon, Burkina Faso, Madagascar, Cote d'Ivoire, and Senegal appear to prefer instructing to any other profession, and more than 40% like their educational institutions and are unwilling to change, suggesting that teacher motivation may not be as poor in

those countries. Contrarily, Ethiopia and Nigeria exhibit nearly all of the factors that contribute to poor motivation among educators. While it is acknowledged that motivated teachers perform well as evidenced by timely syllabus coverage, content mastery, and improved student academic performance, the situation is not all that different in Kenya, where teacher motivation has been a concern for many education stakeholders. For instance, Onyambu (2014) claims that the main demotivators in many countries are the rising number of hours worked, bigger class sizes, more subjects, and frequently changing curricula in Masaba South District. Onyambu (2014) argues that given pecuniary rewards, their workloads, and living and working conditions, what is required for educators is not set at an achievable level in many places. Onyambu (2014) further asserts that teachers are being asked to take on more duties in many schools, such as community development, counseling, and HIV/AIDS education.

Similar findings from research by Nyakundi (2015) in the Thika West Sub-county show that motivated instructors are more inclined to motivate learners to learn in the classroom, assuring the successful execution of instructional enhancements and sentiments of fulfillment and happiness. Nyakundi (2015) asserts that many instructors lack significant motivation in spite of the fact that teacher motivation is crucial to the process of learning and instruction. The task for secondary school principals, on the other hand, is to develop highly motivated teachers who take an active role in instruction as well as learning, open to new ideas, devoted to their students, and eager to develop throughout their careers.

Principals have a significant impact on teacher motivation in Saku Sub-county, which in turn affects teacher performance. On the other hand, Saku Sub-county has a low level of teacher performance in many public secondary schools.

As an example, research done in Saku Sub-county by Huma (2014) reveals that 67.2 percent of instructors in publicly funded institutions do not complete the curriculum on time, and that 59.3 percent of their pupils earn low grades in both internal and national examinations. Despite these statistics, the investigation is crucial since there aren't enough empirical studies that look into how principals' motivational strategies influence teacher performance in public secondary schools.

1.2 Statement of the Problem

By using motivational techniques to encourage teachers to perform, principals play a crucial part in providing instructional leadership. However, many secondary school teachers in Saku Sub-county, on the other hand, have continued to register low performance. As was already mentioned, Huma (2014) reported that 67.2% of high school teachers working do not complete their syllabus in time and 59.3% of their students fail in internal as well as national examinations. In spite of efforts to address these problems, there hasn't been much of an improvement. Despite these results, there haven't been many empirical studies that have interrogated how principals' motivational strategies influence teacher performance in public secondary schools, hence the study.

1.3 Purpose of the Study

The purpose of this study was to assess the influence of principals' motivation strategies on teacher performance in public secondary schools in Saku Sub-county, Marsabit County, Kenya.

1.4 Objectives of the Study

This study was guided by the following research objectives:

1. To assess the influence of reward system strategies adopted by principals on teacher performance in public secondary schools in Saku Sub-county;

2. To examine the influence of teacher evaluation strategies adopted by principals on teacher performance in public secondary schools in Saku Sub-county;
3. To establish the influence of provision of opportunities for professional development on teacher performance in public secondary schools in Saku Sub-county;
4. To find out how principals' provision of work situational factors influences teacher performance in public secondary schools in Saku Sub-county.

1.5 Research Questions

This study was guided by the following research questions:

- i. What is the influence of reward system strategies adopted by principals on teacher performance in public secondary schools in Saku Sub-county?
- ii. To what extent do teacher evaluation strategies adopted by principals influence teacher performance in public secondary schools in Saku Sub-county?
- iii. How does provision of opportunities for professional development influence teacher performance in public secondary schools in Saku Sub-county?
- iv. To what extent does principals' provision of work situational factors influence teacher performance in public secondary schools in Saku Sub-county?

1.6 Rationale of the Study

Teacher performance in many public secondary schools in Saku Sub-county is still low. According to Huma (2014), 67.2% of secondary school teachers fail to finish their syllabus on time, and 59.3% of their learners register low grades in both internal and national examinations. The quality of education provided the schools has been harmed by attempts to mitigate these issues, which have not resulted in any particularly notable

advancement. To determine how principal motivation strategies affect teacher performance in schools, much work needs to be done.

1.7 Significance of the Study

This investigation may be useful to principals in identifying factors that could strengthen a teacher's motivation to deliver quality instruction and, in turn, increase understanding of teacher productivity. Principals might become more aware of and knowledgeable about the strategies for inspiring the teachers who report to them. It may also be helpful to offer different approaches to issues that cause dissatisfaction and reveal efficient methods for resolving teachers' motivational issues.

This study may help teachers by educating them on the various factors that affect their motivation to teach. This might aid them in making the decision to change their approach in order to help students perform better. With the help of this study, the Ministry of Education and Teachers' Service Commission may be able to better understand what teachers are expected to do at work and put policies in place to help them do so willingly and effectively. The Ministry of Education might also gain from this research in terms of comprehending and learning about the elements influencing teacher motivation, which in turn influences how well students perform on exams.

The information could be used by the Ministry to develop strategies for inspiring teachers. This study may help policy-makers and stakeholders in education figure out what increases educator inspiration and how to build on these discoveries to inspire instructors in general. The investigation may be helpful to academics and researchers because it could provide a solid basis for future research on teachers' motivation and effectiveness.

1.8 Scope of the Study

The study was undertaken in public secondary schools in Saku Sub-county. The investigation concentrated on how administrator's strategies for motivating students affected their performance in academics in publicly-funded secondary schools. Due to the mixed methodology used in the inquiry, a concurrent triangulation research design was used. In this study, the sub-county director of education and principals were the subjects of interviews using interview guides, while the teachers were the subjects of questionnaires to gather quantitative data. January through May 2023 saw the study's execution.

1.9 Limitations of the Study

The study encountered the following challenges:

1. The investigation area has a poor road infrastructure, making many of the sampled secondary schools inaccessible to cars. To get around this, the investigator used bikes to reach the sampled secondary schools in outlying areas.
2. It may be difficult to obtain important records outlining the performance of the teachers and students out of concern for being victimized. In this instance, the researcher informed them that the records were only used for educational purposes and that the study's goal was to support their efforts to enhance working conditions for teachers as a strategy for motivation.

1.10 Delimitation of the Study

The study was based on the following delimitations;

1. Teachers provided the study with quantitative data, while secondary school principals provided the study with qualitative data.
2. The study concentrated on the reward system, teacher evaluation, provision of opportunities for professional growth, and provision of work situational factors

as the primary strategies developed by principals to improve teacher performance in public secondary schools.

1.11 Assumptions of the Study

The study assumed:

1. That in public secondary schools, principals play a crucial part in inspiring teachers to carry out their duties.
2. That principals use a variety of tactics to raise students' academic performance in public secondary schools.
3. The ability and cooperation of the respondents to offer reliable information.

1.12 Operational Definitions of Key Terms

Opportunities for Training and Development: refers to a strategy where principals ensure that teachers attend further training as a way of refining their classroom instruction in publicly funded secondary schools.

Principals' Motivation Strategies: denotes a set of tactics developed by administrators to encourage teachers to register improved performance.

Reward System Strategies: is the kind of strategy where secondary school principals offer social and materials rewards to teachers as a way of reassuring them to work hard and register impressive performance.

Teacher Evaluation Strategies: are approaches developed by principals to appraise teachers by assessing their performance for promotion and appreciation.

Teacher Performance: refers to the work output registered by teachers. This entails syllabus coverage and producing students with quality grades in internal and national examinations.

Work Situational Factors: is a strategy where principals ensure that teachers' welfare is taken care of in terms of housing and other incentives to encourage to register good performance at school.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature from previous investigations that were covered and connected to the researcher's field of study is highlighted in this chapter. The researcher offers opposing viewpoints that are critical of various authors who put forth different versions of the issues under investigation. The review has been on the concept of teacher performance, the concept of principals' motivation strategies and the influence of principals' reward systems, teacher evaluation, the provision of opportunities for professional development and work situational factors on teacher performance. It also offers a summary of the literature highlighting the review's gaps, which were discovered.

2.1 Empirical Literature Review

The empirical literature has been reviewed centered on teacher performance, principals' motivation strategies and the influence of principals' reward system, teacher evaluation, provision of opportunities and work situational factors on teacher performance.

2.1.1 The Concept of Teacher Performance

The term "teacher performance" corresponds to an instructor personally demonstrating their subject-matter expertise, as well as their conviction and anticipation that it would positively affect their pupils' learning. Teel (2016) asserts that instructors with excellent effectiveness and proficiency (occupational knowledge, skills, attitudes, and values) are expected to perform better and have a favorable influence on student accomplishment. In other words, the work output that teachers report as their performance. This entails covering the entire syllabus and producing students who achieve high marks on both internal and external exams. According to Hofman and Ve Hofman (2015), a performing or competent teacher in the Netherlands is those who feel confident in their

ability to teach a specific topic well and who are certain that they can raise learners academic progress should be considered to be excellent teachers. A study on the factors affecting the efficacy of the educational system's employees was conducted in Brazil by Omari (2015), and the results showed that productivity is correlated with staff members' overall performance. Omari (2015) asserts that since every teacher depends on organizations for a sizable portion of their livelihood, their efforts to complete tasks assigned to them are always matched with the advantages gained. These results show that teacher productivity or performance involves a variety of factors, among these are greater efforts to achieve high production, creativity to develop new, better methods of doing things, enhanced mindsets to treat clients—in this instance, scholars—with regard, and the general effectiveness of institutions in relation to syllabus covering and academic success.

According to Adan (2016), the number of students who pass internal and national exams as well as the coverage of the curriculum are taken into account when evaluating a teacher's performance in Africa. According to Adera (2014), teacher performance serves as the pressure point that propels secondary school systems in nations like Kenya, so if performance is poor, the systems also tend to be poor. The opposite is also true. Since teacher effectiveness is regarded as the benchmark for judging how well educational outcomes are being realized, Kenya and Saku Sub-county are similar in this regard. Consequently, in this study, teacher performance included both the academic progress of the learners and the coverage of the curriculum.

2.1.2 The Concept of Principals' Motivation Strategies

Principals' motivation strategies are a collection of tactics created by principals to motivate teachers to record their performance.

In order to encourage teachers to put in extra effort and meet their workload goals, Sinclair (2016) claims that school administrators engage in motivational strategies. Shaukat and Iqbal (2017) noted that motivation is a set of processes that initiate, direct, and maintain human conduct toward the achievement of a goal. Shaukat and Iqbal (2017) assert that educators are highly encouraged if they work toward individual objectives that are consistent with the stated objectives of the school and the standards of their profession. This suggests that in order for teachers to achieve their own goals over and above the goals of the school, principals must employ a variety of strategies to motivate and instigate them to impart after work hours.

In a study conducted in Singapore, Clays (2017) found that the most important resource for organizations like schools is renewed employee vigor in carrying out errands successfully, as this inspires specific employees to get dedicated to the organization's ideals. According to Nanny's (2016) research on the features inducing educators' job enactment in communal institutions in China's Central Sangwang, it was found that educators typically perform well when given a supportive working atmosphere.

According to Nanny (2016), school administrators have adopted motivational strategies such as reward systems, teacher evaluation, opportunities for professional development, and work situation dynamics or working environment. These strategies are not always high pay, but if they are properly improved to a teacher's satisfaction, one becomes motivated and the output is high. This suggests that in order to help students achieve impressive test scores, principals must recognize the importance of teachers in students' lives and provide ample motivational incentives to help them overcome performance barriers. Principals use a variety of motivational techniques to enhance teacher performance in the schools in Africa.

For illustration, a study conducted in Nigeria by Emenike (2018) found that the essential components of worker job performance are favorable working conditions, accessibility to tools and resources for the job, better expertise and skills thanks to consistent training, easy access to information, a sense of acknowledgment, higher pay, and a robust incentive structure. Wokadala (2016) examined school management and its efficacy in secondary education, pointing to training, an improved work environment, a generous salary and wage structure, and motivating rewards as key factors in teachers' performance. To make sure instructors are effective, principals in the Sub-county of Saku, Kenya, use a variety of motivational strategies. In order to determine how such principals' motivational techniques affect teachers' performance, this study examined this relationship.

2.1.3 Principals' Reward System and Teacher Performance

How teachers pay attention to their work to achieve the objectives established by the different institutions is influenced by their motivation. According to Carnie (2017), incentives come in two varieties: social incentives and pecuniary benefits. Intangible incentives include things like toys, refreshments, excursions, privileges, and permits. Social incentives include hugs, smiles, compliments, and congrats. Principals of secondary schools have different methods for rewarding teachers, and these methods have an impact on how teachers focus on particular information and make an effort to comprehend the difficulties that students face and how teacher performance is influenced.

In secondary educational settings, according to Borders and Drury (2013), problems with non-professionalization of instructors, a low instructor-to-student proportion, and a lack of recognition from school administration occur.

The primary barrier, according to Borders and Drury (2017), is the lack of inventiveness and dedication on the part of experts in promoting their field in the classroom. To this end, Lapan, Gysbers, and Petroski (2017) draw attention to the fact that certain secondary educational administrators lack the motivation and professional training compulsory to improve educator performance. Motivation, as per Awan and Noureen (2016), is an innate condition that starts, directs, and maintains activity. Awan and Noureen (2016) found a connection between the motivation of instructors and a drop in occurrences of substandard academic achievement among secondary education institutions.

Harper and McLanahan (2016) observed in Argentine research that instructors who are highly motivated ensure that the school's curriculum is completed in a timely manner and that their pupils receive excellent marks on internal and external tests. Acknowledging this, Docking (2014) discovered in a UK research that an administrator must first reward instructors each and every time, albeit with prudence frequency of award may be lowered afterwards. According to Docking (2014), more efficient incentive systems take specific actions to improve instructors' performance. However, many instructors lack the will to complete additional duties that might improve their educational environment education.

Gonzalez-DeHass, Willems, and Doan Holbein (2015) drew conclusions from research including 243 volunteers that it had been established that, for some motivational dimensions, motivation also accounted for variance in staff work production. This conclusion was drawn from the study's findings. Grolnick and Slowiaczek (2015) looked into intrinsic motivation and discovered that it has incremental validity for elementary and high school teachers that goes beyond intelligence.

In various Sub-Saharan African countries, enthusiasm is one of the main factors improving teachers' effectiveness, according to Okonkwo (2015). Duckworth (2016) asserts that while South African principals may provide a large number of prizes each day, tangible awards frequently fail to be costly. These results support the idea that it's crucial to use incentives designed to foster a work ethic in teachers and increase productivity. Galvin (2017) found in a study conducted in Tanzania that improving teacher performance at the school requires principal role modeling and skill development through the principals' attention and encouragement.

It is acknowledged in Kenya and the Saku Sub-county that the principals' reward systems have a significant impact on encouraging educators to work harder and get outcomes (Fratkin, 2017). Pats on the back, Smiles, hugs, praise, the thumbs-up gesture and expressions of gratitude are all examples of ways to motivate people (Fratkin, 2017). Other methods include overhearing positive comments and spending time with a principal in a pleasant environment. According to Fratkin (2017), Administrators should develop the practice of giving their instructors either physical or verbal pats on the back anytime they provide them with a material incentive. Because their principal says "good job!" every other sentence until it becomes a verbal tic, some students are unresponsive to compliments, smiles, and congratulations.

Principals in the Sub-county of Saku oblige as academic role models and are unable to observe teachers' classroom activities. Fratkin and Roth (2018), who contend that motivational strategies are essential to boosting teachers' morale, lend support to this viewpoint. Fratkin and Roth (2018) did not, however, discuss how various reward systems implemented by principals enhance teachers' performance in terms of covering the curriculum and students' academic achievement.

2.1.4 Teacher Evaluation Strategies and Teacher Performance

In order to safeguard that the program's goals and purposes are attained, teacher evaluation is a crucial component of implementing the secondary school curriculum. The communal education system in the USA involves a wide range of stakeholders, all of whom have different roles and responsibilities that are meant to assist and advance children's learning (Rucinski & Diersling, 2014). Unfortunately, there is a lack of alignment and coherence within the secondary school education system itself.

According to Rucinski and Diersling (2014), there is no magic fix for reforming a single aspect, like teacher evaluation in secondary schools. Reforms that only make minor adjustments can result from concentrating on a single factor. In addition, Rucinski and Diersling (2014) contend that real reform of teacher evaluation and assessment must be taken into account as part of a broader effort to overhaul the secondary school education system. These evaluation techniques include portfolios, differentiated systems, and collaborative approaches (Rucinski & Diersling, 2014).

In a study done in Moscow, Fullan (2015) pushed for the creation of new learning systems that align teacher evaluation with the ultimate objective of enhancing both. According to Fullan (2015), secondary school learning standards may be systematically related to the preparation for and evaluation of secondary school teachers. According to Fullan (2015), preparation and hiring are initially the most important factors in ensuring a secondary school teacher's effectiveness. Teachers' evaluations are typically divided into two categories, namely summative and formative, in nations like India, the Czech Republic, and New Zealand (Stronge, 2016). A preconference, observation using a checklist-style tool with little room for narrative, and a post conference are the typical components of summative evaluation.

The instrument used for summative evaluation captures the observable behaviors and approaches that the division deems essential for retention in employment and placement on an improvement plan (Milanowski, Kimball & White, 2016). On a "summary" form, the findings of the investigations are collected, which is the attention of the year-end teacher/headteacher conference, and are observed several times per year while secondary school teachers are delivering a direct instruction lesson. Compared to summative evaluation tools, formative evaluation is more focused on professional development and less concerned with employment status.

To establish a plan and direction for teachers' ongoing professional development, teachers and administrators meet. Experienced secondary school teachers with tenure are typically the only ones who receive this type of evaluation (Braun, 2016). In other words, every teacher must exhibit subject-matter pedagogical knowledge, understanding, and professional instruction ability before being designated as a teacher-of-record. Regardless of how teachers obtained their preparation for the classroom, they might enter the field with the requisite certifications thanks to current attempts to build ratings of performance for them.

According to Burnett, Cushing, and Bivona (2017), when the recruiting criteria and instructor assessment criteria align, Venezuelan hiring procedures encourage excellent instruction. According to Burnett et al. (2017), every teacher needs access to high caliber professional development. State standards, district and school learning objectives, as well as the identified needs of teachers and students, should serve as the foundation for professional development programs. A targeted support system and an induction and mentoring program should be made available to all new teachers. Less demanding assignments and more time for planning should be given to novice teachers

than to more seasoned educators (Burnett et al, 2017). Additionally, they ought to have the chance to observe seasoned educators. Even the best systems for evaluating teachers and assessing their performance are likely to fall short in a system of education that does not ensure that aspiring teachers receive the proper preparation and training prior to beginning their independent professional practice. The majority of Sub-Saharan African nations support teacher evaluation in the majority of their schools. Although teacher evaluation is required in the majority of secondary school educational jurisdictions, evaluation processes have tended to be more accountable-based political agendas than methods intended to enhance teaching and learning (Holland, 2014).

Halawah (2014) argues that in Nigeria, the problem with educational issues in secondary schools is directly related to subpar evaluation strategies that rely on binary evaluation systems, provide little useful information, and make no distinction between good and bad teaching. To put it another way, a lot of the time, the issue is not the evaluation of teachers, but rather the collection of a ton of data without a reliable method for assessing their importance and potential uses. Halawah (2014) claims further that secondary schools have a lot of discretion over the nature and frequency of evaluations.

A single, transient inspection by an overseer based on a list of requirements of the capacity of educators to complete certain academic objectives and provide quality instructional resources makes up the bulk of educator assessment procedures employed by administrators. Huber (2014) reports that in the South African province of KwaZulu-Natal, principals use the classroom walk-through to gather data and serve as a springboard for conversations with teachers. The lack of time to conduct a thorough evaluation, the use of subpar assessment tools, and teachers' resistance to change,

according to Huber (2014), are what most frustrate principals. According to Musau, Iddah, and Thinguri (2014), information can be gathered from quizzes, course tests, students' surveys and composite tests, as well as growth plans and self-studies, student course evaluations, administrator evaluations, and composite examinations at the second-level school in Kenya. This demonstrates how the evaluation process, as it currently stands, is ineffective due to a lack of educational focus and practice inconsistencies.

Realizing a secondary education of high quality is still difficult in Saku Sub-county. In order to guarantee the caliber of secondary school education, KICD (2016) states that teacher evaluation is a continuous monitoring of pedagogical activities. As a consequence, teenagers will grow in its entirety, and everyone engaged will be motivated, upgraded, and challenged to advance both intellectually and professionally. Evaluation is significant because it helps to ensure that adolescents' needs are met, allows effective curriculum execution, checks to see if program objectives have been met, encourages maintenance of fundamental standards, identifies issues and roadblocks, and highlights accomplishments. There was still much work to be done, though, since KICD (2016) did not examine the ways in which principals' use of various teacher evaluation strategies impacts how well teachers perform.

2.1.5 Provision of Opportunities for Professional Development and Teacher Performance

The expansion of an individual in their vocation is a component of professional development. Professional development, according to Villegas-Reimers (2015), is a set of activities that help people improve their teaching abilities. These include knowledge, expertise, and other traits.

In an investigation implemented in the Netherlands, Boyle, Lamprianou, and Boyle (2015) discovered the widespread consensus fact that educator development emphasizes the growth of instructors. Boyle et al. (2013) assert that the advancement of any professional's life depends on a continuous deepening of skills and knowledge. This suggests that improving the superiority of instruction and learning requires the development of educators.

In 2015, German researchers Blase and Blase performed an investigation which supports the notion that professional development is an ongoing program designed to enhance educators' knowledge, skills, and insolence, ultimately enabling them to effectively educate students. The study emphasizes that professional development is a targeted activity for teachers, taking place over a specific timeframe to facilitate professional growth. Blase and Blase (2015) further assert that effective teacher professional development cultivates motivation and commitment among educators, thereby enhancing the educational process. This highlights the importance of teachers' professional development in augmenting their tertiary education, enabling them to fulfill the needs of the curriculum.

Schools that provide such opportunities to their teachers observe an improvement in the coverage of the curriculum and the scholastic achievement of the children in the classroom. According to Du Plooy (2014), teacher development is considered crucial for the success of secondary schools in many Sub-Saharan African nations. Egu, Wuju, and Chionye (2014) revealed that secondary educational institutions promote instructors' involvement in professional growth programs to improve their pedagogical abilities in Nigeria. Egu et al. (2014) argue that when teachers experience growth, they are generally drawn to professional growth possibilities because they think it will

advance their expertise, which naturally makes them more inclined to share their knowledge, skills, and overall effectiveness with students. Jandaya (2014) states that professional development opportunities for teachers are recognized as an integral part of ongoing teacher education in secondary schools in Somalia, as they significantly impact the effectiveness and performance of the teaching staff. Jandaya (2014) further notes that secondary schools that implemented unceasing in-service exercise for their instruction staff witnessed an average annual enhancement of 5.9% in their students' performance on national exams.

This highlights the importance of professional development for educators, as it allows them to learn new teaching strategies and innovative methods to meet the academic needs, interests, and preferences of their students. Ultimately, professional development aims to enhance teachers' instructional techniques, their capacity to adjust their teaching to accommodate learners' needs, their ability to run the classroom, and the construction of a professional atmosphere that values teaching and learning, with a strong emphasis on teacher collaboration.

Educators in Kenya are cognizant of the imperative for opportunities that foster professional growth and ease career advancement. As evidenced by a thorough investigation carried out by Kemunto (2015) in the Thika West District, it is crucial for teachers to possess a robust grounding in the specialized skills, knowledge, principles, values, procedures and methods pertinent to their respective domains. Kemunto (2015) affirms that any modern initiatives aimed at augmenting education must invariably encompass top-tier professional development programs for teaching personnel. Furthermore, Kemunto (2015) underscores the significance of teachers being adequately prepared to meet the requisite standards and elevate student performance.

In Saku Sub-county, it is mandatory for educators to undergo in-service drill, in addition to other professional development courses, to enhance their pedagogical skills. An investigation conducted by Galgallo (2014) in the same region revealed that teachers require retraining and further professional development programs to effectively implement the secondary school curriculum. Galgallo (2014) asserts that professional development equips teachers with the necessary knowledge, enables them to keep abreast of subject developments, refine their teaching techniques, and generate new knowledge. However, Galgallo's (2014) study did not explore the magnitude to which providing educators with specialized expansion opportunities impacts their effectiveness in terms of the material they covered and the educational advancement of their students. Further investigation is therefore essential to launch the correlation between professional growth and teacher performance.

2.1.6 Work Situational Factors and Teacher Performance

Teachers are highly motivated to carry out their responsibilities with diligence when working conditions at schools are favorable. Based on Jonny's research conducted in 2015, it was found that the nature of the work itself tends to be the most influential factor when employees are requested to assess different aspects of their job, including supervision, compensation, opportunities for advancement, colleagues, and other related factors.

In the context of a secondary school, factors such as the working conditions in classrooms, carefully thought-out compensation plans, and efficient supervision are critical in determining how well teachers cover the curriculum and how well students perform academically as a whole. According to research conducted in the Netherlands by Harris and Muijs (2016), employee performance and productivity are significantly

impacted by the workplace. According to Harris and Muijs (2016), in addition to rules, policies, resources, culture, working relationships, work location, and environmental factors, the work environment for teachers also includes factors that affect how teachers carry out their duties. These results show that factors related to the workplace situation have an impact on teachers' performance and job satisfaction. In other words, work-related decisions aim to improve teachers' quality of life, with the justification that doing so will lead to quantifiable productivity gains.

According to a study conducted in Colombia by Ingersoll and Smit (2017), factors such as health at work and elements of the physical workplace environment, such as enclosed air quality and lighting, also have a significant impact on motivating teachers to put in long hours. According to Ingersoll and Smit (2017), it's critical for school administrators to foster a culture of high motivation and value among students, staff, and support personnel. In a study done in Turkey, Kzlaslan (2017) made a distinction between private aspects that are intrinsic, such as happiness, job security, responsibility, and social status, and those that are extrinsic, such as financial incentives and teaching conditions. According to Kzlaslan (2017), Even if personal aspects can be completely understood independent of the confines of an educational institution, they nonetheless depend on instructional staff members.

In environments with limited resources like Afghanistan, teachers tend to experience the most adverse personal situations. In a similar vein, UNESCO (2018) noted that educational systems in developing nations, particularly those located in conflict zones, frequently struggle with issues like a lack of funding, low wages, inadequate funding, corruption, poor governance and improper management. All of these problems contribute to high teacher turnover and the consequent failure of high-quality

instruction. The lack of investment in working conditions is strongly correlated with teacher performance, according to UNESCO (2018), even though the circumstances and their significance change depending on the situation. For instance, in developed nations, teachers prioritize having good, appropriate working conditions. Guro and Weber (2018) assert that the working conditions of teachers in many Sub-Saharan African nations influence their effectiveness.

Mhando (2019) found that societal influences, security worries, cultural considerations, and health issues have an indirect impact on teachers' performance. For instance, fluctuations in birth rates lead to shifts in student enrollments, which have an immediate impact on the demand for and effectiveness of teachers (Mhando, 2019). Mhando (2019) claims that schools in Tanzania that have experienced significant teacher performance issues have recorded poor academic results. Kenya is not an exception where work situational factors affect performance of teachers and is attributed to security concerns, socio-economic status, cultural, personal and health concerns (MoE, 2019). The instructor may not feel at ease in their new institution because this shift has upset a routine they have followed for a long time, but in terms of their work, they are meeting new people and are unlikely to have their integrity impaired, so their schoolwork is sure to get better, as stated by MoE (2019).

MoE (2019) further asserts that such requests have also been informed by social mobility where teachers do not necessarily change jobs but move to areas of relative affluence where they can work together with their peers and due to security concerns, health and cultural dynamics. In Saku Sub-county, leadership and institutional influences indirectly impact performance of teachers. According to Hirbo (2014), work situational environmental conditions play a major part in educators' resolution to switch

schools or leave the profession. Hirbo (2014) indicated that the high performance of educators appears to be influenced by the environmental conditions and thus low academic performance. However, Hirbo (2014) failed to articulate how different work situational dynamics influence performance of teachers.

2.2 Theoretical Literature Review

This investigation was anchored on two theories. These were; motivation management theory (Owen, 2001) and the achievement theory (Walberg, 2012).

2.2.1 Motivation Management Theory

The basis of this research was inspired by management theory, which Robert Owen proposed in 2001. The basis for this idea was Owen's know-how with technology throughout the Industrialization period of the 1800s. Referring to Owen (2001), a machine performs better the better it is cared for, kept up, and looked after. In his day, this theory was groundbreaking, and it still holds true today. According to this theory, although everyone has the same needs, they all prioritize them differently. Three needs—achievement, power, and affiliation—are identified by the theory in the context of this study.

The necessity for accomplishment is the longing to excel at a chore, the requirement for power is the desire to exert influence over others, and the need for affiliation is the desire to form deep connections. To maximize each teacher's performance, management must determine the priority needs of each teacher and modify the workplace accordingly. Owen (2001) asserts that the mental mechanism for inspiration that gives students' academic behavior purpose and intention and explains why students act in particular ways. Management can motivate staff to take initiative and develop self-direction by utilizing motivation theories to inspire customers to

choose the brand and inspire brand preference among consumers. Because it emphasizes how important teacher performance is to students' success in the long run, this theory is relevant to this study.

2.2.2 The Academic Achievement Theory

The investigation was also guided by Walberg's idea of achievement. In line with this hypothesis, psychosomatic traits of particular educators and the psychological surroundings in which they work directly affect students' cognitive, behavioral, and attitudinal outcomes in the classroom. Walberg (2012) identified nine important factors that affect educational outcomes, including the following: Prior accomplishments, drive, level of expansion, amount and quality of education, classroom atmosphere, stakeholder participation, family environment, interpersonal dynamics, and access to media beyond classroom are all factors that influence instructors.

Additionally, according to Walberg (2012), psychosocial traits including self-concept, mindsets, actions, internal drive, and overall involvement of learners regarding education are useful in studies of curriculum assessment and can provide instructors with knowledge to create classrooms that work better. The purpose of this investigation is to enhance teacher effectiveness by considering both educational process objectives and accomplishment goals. This theory is therefore relevant because instructors interpret students' performance to include their views on the social environment, inventiveness, self-concept, participation in extracurricular pursuits, as well as curiosity in the subject matter.

2.3 The Conceptual Framework

Teacher performance was the dependent variable, and the independent variables were the principals' motivational strategies as reflected in their reward systems, teacher evaluation strategies, provision of opportunities for professional development, and provision of work situational factors. As seen in Figure 1, the government's policy on instructional effectiveness, the attitude of teachers and stakeholders' support were the intervening variables.

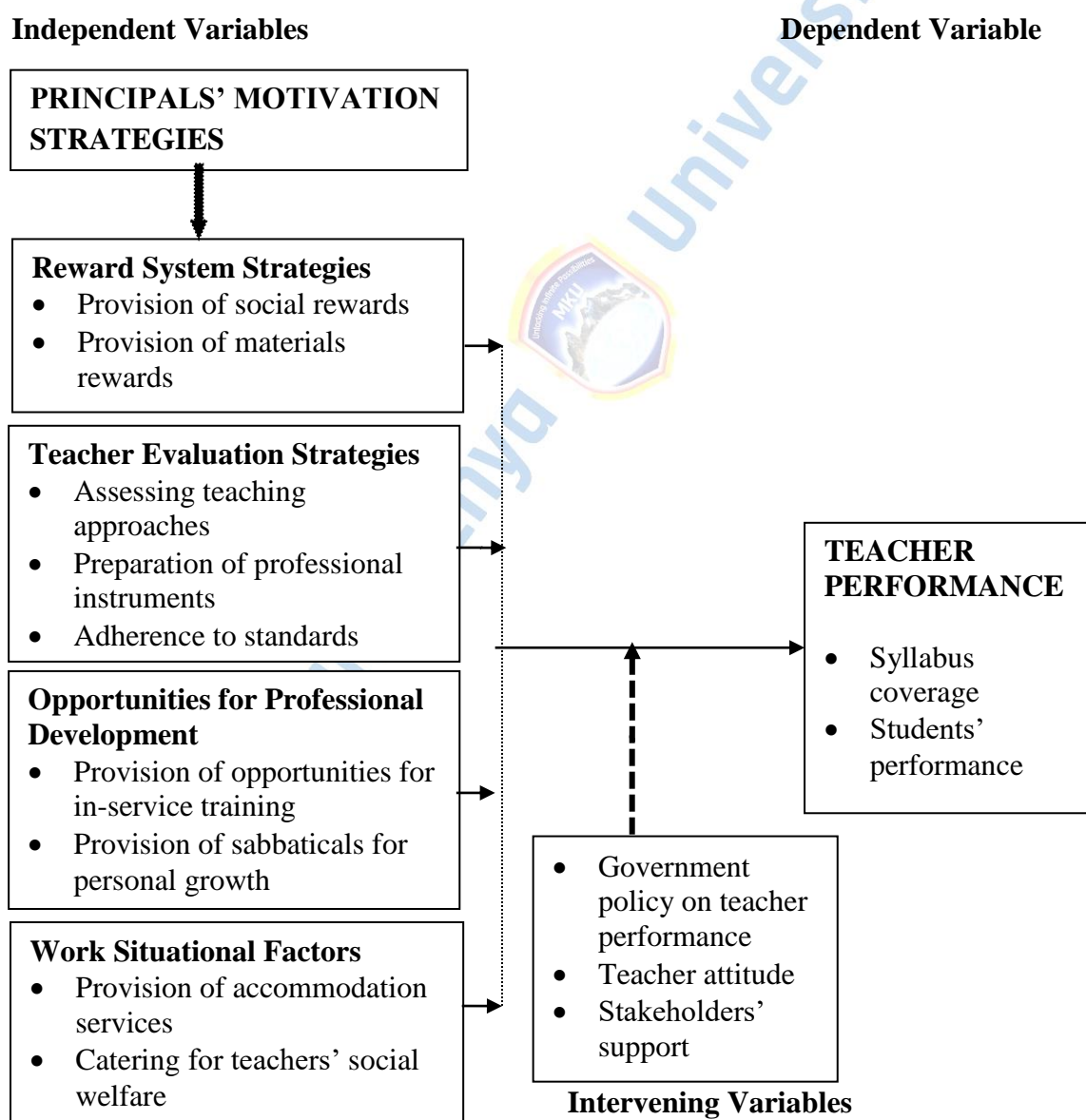


Figure 1: The Conceptual Framework of the Study
 Source: Researcher (2023)

2.4 Research Gaps

It is clear from the review of literature that principals play a crucial role in providing instructional leadership and adopt a variety of motivational techniques aimed at enhancing teacher performance. The literature review did, however, point out a number of research and knowledge gaps. For instance, a study by Fratkin and Roth (2018) on principals' strategies for reward systems and teacher performance did not show how different reward systems adopted by principals enhance achievements of instructors in regards to instruction and academic achievement of learners.

According to KICD (2016), teacher evaluation is a continuous monitoring of pedagogical activities to ensure the quality of secondary school education. This is stated in relation to teacher evaluation strategies and teacher performance. All those involved are inspired, enriched, and encouraged to grow personally and professionally as a result, which benefits children's holistic development. But KICD (2016) hasn't examined how various principal-adopted teacher evaluation strategies affect how well teachers perform. According to a study by Galgallo (2014), professional development opportunities help teachers become more knowledgeable, keep up with subject-area advancement, hone their teaching techniques, and produce new knowledge. Galgallo (2014), however, did not examine how much providing teachers with opportunities for professional development affects their output.

According to a study by Hirbo (2014) on the connection between work situational features and teacher performance, work situational environmental factors are a significant factor in teachers' decisions to change schools or quit their jobs. Hirbo (2014), however, was unable to explain how various work situational dynamics affect teachers' performance. This study aimed to fill these research gaps.

2.5 Summary of Literature Review

Literature review has exposed that secondary school principals adopt a multiplicity of motivation strategies to enhance teacher performance. These include; principals' reward system strategies, teacher evaluation strategies, provision of opportunities for professional development and work situational factors. Nevertheless, a lot still needed to be done as the review has not proven how each motivation scheme espoused by principals determine effectiveness of teachers in terms of how well they covered the curriculum and how well their pupils performed on internal and external exams.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter provides the study's research methodology. It focuses on the research design, study location, target population, sample size, sampling strategies, research instruments, piloting of research tools, validity, reliability, credibility, dependability, data collection and analysis procedures as well as ethical considerations.

3.1 Research Methodology

The research employed mixed methodology, integrating both quantitative and qualitative techniques. This methodology was deemed appropriate as it allowed for data gathering and analysis for both quantitative and qualitative research. According to Creswell (2018), the quantitative method involves surveying a substantial sample of participants and gathering quantifiable data. In this particular study, data were collected using questionnaires. Simultaneously, qualitative information was obtained by relying on participant opinions and gathering information primarily through participant narratives. To collect this qualitative data, interviews were employed.

3.2 Research Design

Concurrent triangulation design was employed in this investigation due to its suitability for a one-phase approach, where the investigator utilized both quantitative and qualitative methods in equal measure and simultaneously. This design, as described by Creswell (2018), facilitates a comprehensive indulgent of the investigation problem by involving the concurrent yet distinct gathering and evaluation of both types data. By employing triangulation, the researcher merged the two datasets, thereby enabling the acquisition of both types of data, making this design highly appropriate for the present investigation.

This methodology encompassed sets of quantitative data that could be systematically tabulated in a numerical format across a continuum. This approach facilitated the collection, organization, tabulation, visualization, and description of pertinent information pertaining to various events. To enhance comprehension of the data distribution, visual aids were frequently employed to assist the reader.

3.3 Location of Study

The research was carried out in public secondary schools located in Saku Sub-county, Marsabit County. As per the Kenya National Bureau of Statistics (2019), the sub-county has an area of 2,078 square kilometers and has an estimated population of approximately 46,503 individuals. The population density is relatively low, with an average of 23 people per square kilometer. Furthermore, it is worth noting that a significant proportion of the population, specifically 74.9%, is living below the poverty line. Nomadic pastoralism, trade, and subsistence farming are the main economic activities in Saku Sub-County. But as was already mentioned, many secondary school teachers in Saku Sub-county perform poorly. According to Huma (2014), 67.2% of secondary school teachers fail to finish their lesson plans on time, and 59.3% of their learners receive failing grades in both internal and external exams. This helped the investigator to decide on Saku Sub-county as the study's site.

3.4 Target Population

In the Saku Sub-county, there are 11 public secondary schools. As can be seen in Table 2, the target population consisted of 126 respondents, who were made up of 115 teachers and 11 principals.

Table 2: Target Population of the Study

Respondents	Target Population
Principals	11
Teachers	115
Total	126

Source: Saku Sub-county Education Office (2023)

3.5 Sampling Procedures and Sample Size

In order to ascertain the appropriate sample size for this investigation, the researcher utilized Yamane's Formula. The methodology for applying this formula is outlined as follows:

$$N_0 = \frac{N}{1 + N(e^2)}$$

Centered on the intended populace, N, and the level of confidence 5%, a sufficient sample size at a 95% confidence interval, designated as N₀, is calculated. As a result, the needed sample size was determined using the formula below:

$$N_0 = \frac{126}{1 + 126(0.05)^2}$$

$$N_0 = 96 \text{ respondents}$$

The current study utilized stratified sampling to establish four strata based on the number of zones in Saku Sub-county. Within each zone, two principals were purposefully selected, taking into account schools that had testified instances of educator attrition and low educational performance among students in the KCSE within the past five years. This approach aligns with Creswell's (2018) recommendation to employ purposive sampling in order to comprehend the dissimilarity in the phenomenon of interest within the setting and to test emerging ideas about the setting.

However, a simple random sampling technique was employed to select 22 teachers from each zone. The sample size consisted of eight principals and 88 teachers, as depicted in Table 2.

Table 2: Sampling Grid

Respondents	Target Population	Sample Size	Sampling Techniques
Principals	11	8	Purposive sampling
Teachers	115	88	Simple random sampling
Total	126	96	

Source: Researcher (2023)

3.6 Research Instruments

The present study employed various instruments to collect data pertaining to the targeted research objectives. Specifically, these instruments comprised a questionnaire designed for educators and a cross-examination guide tailored for administrators.

3.6.1 Questionnaire for Teachers

The investigator utilized a questionnaire consisting of close-ended test items to amass quantitative statistics from secondary school instructors. This method was selected because it aligns with Morse's (2010) definition of a survey as an investigation tool that incorporates a series of inquiries and directives to gather information from respondents, usually for statistical analysis. The questionnaire was separated into two parts. The first segment aimed to gather demographic information from the participants, while the second section comprised questions employing a 5-point Likert Scale, specifically designed to address the investigation objectives.

3.6.2 Interview Guide for Principals

The utilization of interviews in research can take on various forms, including structured, unstructured, directional, or non-directional. For the sake of the inquiry specifically, the examiner opted to employ structured interviews that incorporated open-ended test items

as a means of collecting qualitative data from principals. As Creswell (2018) has noted, structured interviews are a valuable tool for researchers as they facilitate the posing of supplementary and probing questions.

3.7 Piloting of Research Instruments

The investigation tools underwent testing with a group of 10 participants selected from secondary schools in Saku Sub-county. This sample size was determined based on Kothari's (2018) recommendation that the pilot sample should constitute 10% of the overall survey sample, which in this case was 10% of 186. The goal of the initial evaluation was to evaluate the suitability, appropriateness, and applicability of the investigation tools' queries as well as the relevancy of the material that was sought and the means of communication employed.

The findings of the instruments' piloting were also used to validate and guarantee the dependability of the investigation equipment. Additionally, it foresaw issues or difficulties that respondents might run into, like interpreting the questions as they are answered and scheduling the data collection. Additionally, test runs of the interview schedules were conducted to make sure that the questions were well-written and elicited a range of suitable responses, helping the researcher to pinpoint areas that needed revision. During the actual data collection, the piloting respondents were excluded.

3.7.1 Validity

The validation process of the investigation apparatuses was facilitated by university supervisors who possess specialized knowledge in educational management. As a result, the researcher promptly forwarded the interview transcripts to the interviewees for their review and feedback on the interpretations made. Subsequently, the suggestions provided by the interviewees to enhance the reliability of the study's conclusions were

duly considered. This is so that test items in the instruments can be revised, in line with Kothari's (2018) assertion that expert comments, opinions, and suggestions are crucial. To identify any ambiguous or unclear items, the researcher in this instance checked the appropriateness of the items on the research instruments. To make sure the respondents understood these items, they were restated. By substituting ambiguous questions for more useful ones, the researcher raised the instruments' quality.

3.7.2 Reliability

By using the test-retest procedure, the validity of the test items was evaluated. In particular, a group of responders received two administrations of the test items. The Cronbach Alpha Technique was then used to calculate the reliability index across the two sets of scores, which produced a result of $r = 0.789$. This result was rated good and represented a high degree of internal dependability. Internal consistency of the scale's items for testing would be greater if the Cronbach Alpha Coefficient is close to 1. This is because, according to Kothari (2018), any Cronbach Alpha value from zero to one denotes a high level of internal consistency.

3.7.3 Credibility

The statistical analysis of data by various analysts was used to examine the credibility of the instruments since only those who took part and readers could objectively evaluate the outcomes' veracity. Credibility is achieved by proving that the study findings are trustworthy by emphasizing work quality rather than quantity (Kothari, 2018). Creswell (2018) contends that credibility is established by focusing more on the depth of the material assembled than the volume of information collected in order to establish that the research's findings are credible.

3.7.4 Dependability

In the present investigation, meticulous attention was paid to ensuring dependability by providing a comprehensive account of each qualitative data collection process. This approach was adopted to facilitate the replication of the inquiry by the researcher and to ensure the attainment of comparable outcomes. As highlighted by Kothari (2018), dependability is a fundamental element of research that ensures the reliability and reproducibility of research outcomes. The evaluation of research standards is contingent upon the methodology used to carry out the study's findings, analyzed, and presented. The comprehensive documentation of each stage of the study aims to enable external researchers to replicate the investigation and attain comparable results. Furthermore, this approach enhances the researcher's understanding of the techniques used and how well they worked.

3.8 Data Collection Procedures

The researcher sought an introductory letter from the School of Postgraduate Studies at Mount Kenya University and then applied for a permit from National Commission for Science, Technology, and Innovation. The investigator further asked for letters from the County Commissioner and County Director of Education, Marsabit. After obtaining the necessary permissions and documents of authorization, the researcher set up meetings with those who agreed to administer questionnaires and conduct interviews in order to gather crucial data for the investigation. The questionnaires were given out with the help of an investigator's assistant in order to collect quantitative data. The completed questionnaires were then gathered and safely kept for analysis. At the same time, the researcher concurrently interviewed principals.

3.9 Data Analysis Procedures

Data analysis started by identifying common themes and pertinent data were arranged into words or phrases, which reflected a single specific thought. The responses to closed-ended tests were given codes as well as labels. Frequency counts were conducted on these responses to gain insights about the participants and demonstrate overall patterns related to the variables under study. Qualitative data were thematically analyzed in line with the study objectives and presented in a narrative format. Conversely, quantitative data underwent descriptive analysis using frequencies and percentages, as well as inferential analysis through Pearson's Product Moment Correlation Analysis. This was done with the help of Statistical Packages for Social Science (SPSS Version 23) and the results were presented using tables.

3.10 Ethical Considerations

Ethical contemplations in investigation encompass delineating the scope and requirements of the study, elucidating the process of obtaining informed consent from participants, and ensuring the preservation of confidentiality.

3.10.1 Confidentiality and Privacy

The investigator took measures to maintain the confidentiality of any personal information disclosed by the respondents. The respondents were given reassurances that their identities would remain undisclosed in any written or verbal communication. In terms of concealment, the reliability of the information supplied by those who took part was assured would solely be applied for the intended purpose.

3.10.2 Anonymity

The investigator provided a guarantee to the participants that their personal information would remain completely confidential.

Furthermore, no identifiable details pertaining to the respondents or the affiliated school would be disclosed in any printed or verbal correspondence.

3.10.3 Informed Consent

The participants were provided with a comprehensive explanation of the research's nature and objectives, and the researcher ensured that they were fully informed and able to participate voluntarily by explaining the prescribed data collection methodology. To obtain formal consent, the participants were asked to sign papers of informed approval.

3.10.4 Storage of Data Collected

For simple reference materials, the unprocessed information was methodically arranged and filed. Paper copies of computer print-outs were filed after the data evaluation while electronic versions were safely saved on Discs and USB drives.



Mount Kenya University

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents study outcomes arranged by the four research questions. Background information about respondents is provided for clarity.

4.1 Response Rate

In this study, 85 of the 88 questionnaires that were given to teachers for this study were completed and returned. Six (6) principals were also interviewed at the same time by the researcher. As a result, the response rates in Table 3 were obtained.

Table 3: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Principals	8	6	75.0
Teachers	88	85	96.6
Total	96	91	94.8

Table 3 shows that teachers reported an impressive response rate of 96.6%, whereas principals reported a slightly lower response rate of 75.0%. Consequently, the overall average response rate of 94.8% was achieved, which aligns with Creswell's (2014) assertion of reply rate greater than 75.0% is deemed acceptable and appropriate for generalizing the findings to the intended population.

4.2 Respondent's Demographic Information

Demographic data from the respondents was gathered by the research tools. These were gender and educational attainment.

4.2.1 Gender of the Respondents

Data regarding the distribution of respondents based on gender was gathered and is presented in Table 4:

Table 4: Distribution of Principals and Teachers by Gender

Gender	Principals		Teachers	
	f	%	f	%
Male	5	83.3	67	78.8
Female	1	16.7	18	21.2
Total	6	100.0	85	100.0

According to Table 4, there are 1(16.7%) female principals, while 5(83.3%) of the principals are men. Similar to this, 67(78.8 percent) of the teachers are male, while 18(21.7 percent) of the teachers are female. These results demonstrate that there was adequate gender parity throughout the investigation and that both male and female stakeholders are concerned about how, in government-owned secondary schools, the achievement of teachers is impacted by principals' motivating approaches.

4.2.2 Respondents' Level of Education

Since this factor may affect the principals' and teachers' capacity to give trustworthy information on the purpose of the research, the investigation's tools also gathered information about respondents' education level. Results are shown in Table 5.

Table 5: Level of Education of Principals and Teachers

Levels of Education	Principals		Teachers	
	f	%	f	%
Diploma	0	0.0	11	12.9
Bachelors' Degree	4	66.7	59	69.4
Postgraduate	2	33.3	15	17.7
Total	6	100.0	85	100.0

According to Table 5, two-thirds of the principals, or 4(66.7%), had bachelor's degrees, while only 2(33.3%), had postgraduate degrees. Similar to this, 59 (69.4 percent) of the

teachers had bachelor's degrees, 11 (12.9 percent) had diplomas, and 15 (17.7 percent) had postgraduate degrees. This information demonstrates that the backgrounds of the participants were consistent with the notion that they were competent to reply to the study's inquiries on the extent to which administrators' motivating tactics effect the performance of educators in secondary schools that are publicly owned.

4.3 Teacher Performance in Public Secondary Schools

The objective of the study was to evaluate the performance of teachers in public secondary schools within Saku Sub-county. The assessment was conducted by analyzing the frequency with which teachers were able to complete the syllabus within the stipulated time frame, as well as the mean points achieved in the KCSE exams between 2017 and 2021. The study collected descriptive data from a sample of teachers, and the findings are presented in Table 6.

Table 6: Frequency of Syllabus Coverage by Teachers

Frequency of Timely Syllabus Coverage by Teachers	Number of Teachers	
	f	%
Often	25	29.4
Rarely	47	55.3
Never	13	15.3

Table 6 presents empirical evidence indicating that a significant majority of educators frequently fail to adhere to the prescribed syllabus timeline. Specifically, 45.9% of teachers rarely manage to cover the syllabus within the designated timeframe, while an additional 11.3% consistently fail to do so. This finding is further supported by the insights gathered during interviews with principals, who concurred that a substantial proportion of teachers struggle to meet syllabus deadlines. Principal P1, for instance, explicitly acknowledged this prevailing issue by stating:

Sometimes, in my institution, teachers have been unable to complete the entire syllabus within the allocated time, which leads to students not having sufficient time for comprehensive revision.

The present findings provide support for the claims made by Hofman and ve Hofman (2015) regarding the perception of a competent teacher in the Netherlands. Specifically, a competent teacher is defined as one who is capable of effectively covering the syllabus within the allotted time and demonstrating a high level of proficiency in teaching a particular subject. This definition is predicated on the teacher's own perception of their teaching competence and their belief in their ability to positively impact student achievement. In addition to examining syllabus coverage, the researcher also sought to evaluate teacher performance by analyzing the attainment of students on the KCSE over the past five years (2017-2021). Table 7 lists the findings of this investigation.

Table 7: KCSE Performance in Public Secondary Schools in Saku Sub-county (Mean scores) between 2017 and 2021

KCSE Results in Mean Score (Points)	Years of Examination				
	2017	2018	2019	2020	2021
	%	%	%	%	%
1-2.9 points (Poor)	40.2	43.5	44.2	47.3	48.9
3-4.9 points (Below Average)	36.9	35.1	34.9	33.5	32.5
5-6.9 points (Fair)	15.4	15.1	14.8	13.7	13.4
7-8.9 points (Good)	5.3	4.4	4.3	3.8	3.6
9-11.9 points (Excellent)	2.2	1.9	1.8	1.7	1.6

According to Table 7, the data from 2017 indicates that 40.2% of secondary schools achieved mean points ranging between 1-2.9 in the Kenya Certificate of Secondary Education (KCSE) examination. Additionally, 36.9% scored between 3-4.9 points, 15.4% scored between 5-6.9 points, 5.3% scored between 7-9 points, and a mere 2.2% of schools scored between 9-11.9 points in KCSE. Subsequent years have shown a

decline in performance. For instance, in 2018, 43.5% of secondary schools scored between 1-2.9 points, 35.1% scored between 3-5 points, 15.1% scored between 5-7 points, 4.4% scored between 7-8.9 points, and 1.9% scored between 9-11.9 points in KCSE. In 2019, 44.2% of schools achieved between 1-3 points, 34.9% scored between 3-5 points, 14.8% scored between 5-7 points, 4.3% scored between 7-8.9 points, and 1.8% scored between 9-11.9 points. Furthermore, in 2020, 47.3% of schools scored between 1-2.9 mean points, 33.5% scored between 3-4.9 mean points, 13.7% scored between 5-6.9 mean points, 3.8% scored between 7-8.9 mean points, and 1.7% scored between 9-11.9 mean points in KCSE. Similarly, in 2021, 48.9% of schools achieved between 1-3 mean points, 32.5% scored between 3-4.9 mean points, 13.4% scored between 5-6.9 mean points, 3.6% registered between 7-8.9 mean points, and 1.6% registered between 9-11.9 mean points in KCSE. These findings align with a report by the Ministry of Education (MoE, 2022) that highlights a downward trend in student performance in Saku Sub-county in KCSE.

This raises concerns about how well teachers are performing on the job and the methods principals use to inspire their staff. In summary, the aforementioned findings substantiate the notion that teacher performance is contingent upon a multitude of factors, encompassing heightened endeavors to generate superior outcomes, ingenuity in discovering novel and superior approaches, enhanced dispositions towards treating students as valued clients, and the general efficacy of schools in terms of curriculum handling and academic achievement.

4.4 Principals' Reward System and Teacher Performance

The objective of this study was to evaluate the impact of the reward system implemented by principals on teacher performance in public secondary schools. Descriptive data was gathered from teachers and the findings are presented in Table 8.

Table 8: Teachers' Views on Influence of Principals' Reward System on Teacher Performance

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Public secondary school principals hardly identify teaching staff to be inspired in order to raise their performance	50.8	3.9	4.8	26.2	14.3
In secondary public schools, performance is low since principals rarely identify hard-working members of non-teaching staff to be motivated	53.2	8.7	4.0	21.4	12.7
Public secondary school principals sometimes establish criteria that must be completed for all employees to feel motivated	57.1	7.9	4.1	19.8	11.1
Forms of motivation deigned by public secondary school principals have not encouraged teachers to work hard and improve performance	63.5	5.6	4.7	16.7	9.5
In public secondary schools, material and social rewards are not often used by principals as forms of motivation	59.3	6.1	4.4	18.9	11.3

Source: Field Data (2022)

According to the data presented in Table 8, it is evident that 50.8% of the surveyed teachers expressed a strong agreement with the notion that public secondary school principals seldom recognize motivated teaching staff as a means of enhancing their performance. Additionally, 3.9% of the teachers agreed with this perspective, while 4.8% remained undecided. On the other hand, 26.2% of the teachers disagreed with this viewpoint, and 14.3% strongly disagreed. Teachers in secondary schools that are

publicly-funded perform poorly, according to 53.2% of them, since principals don't often reward enthusiastic non-teaching workers who put in a lot of effort, while 8.7 percent also agreed. 12.7 percent of those who disagreed strongly did so, making up 21.4 percent of the total. 7.9 percent of the teachers agreed, and slightly more than half (57.1 percent) strongly agreed that public secondary school principals occasionally set standards that any employee's motivation must be addressed in order for them to work hard. In contrast, 19% of respondents disagreed, while 11% strongly disagreed. These results corroborate Fratkin's (2017) claims that principals' reward policies have a significant impact on motivating teachers to put in extra effort and deliver results. The incentive methods and criteria implemented by administrators in schools, according to Fratkin (2017), may either be smiles, embraces, and the thumbs-up sign, pats on the back, praise, and demonstrations of gratitude, positive acknowledgement, overhearing gushing comments, and sharing delightful time with an administrator.

The majority of teachers (63.5 percent) completely concur with the statement that the principals of governmental educational institutions had not encouraged educators to work hard and improve performance. 5.6 percent also agreed, but 16.7 percent and 9.5 percent disagreed with this statement. While 61% of teachers agreed, 18% disagreed, and 13% vehemently disapprove, the majority of teachers (59.3 percent) vehemently approved that material and social rewards are not frequently used as forms of motivation by principals in publicly funded secondary schools.

These findings conflict with those of research carried out in Argentina by Harper and McLanahan (2016), which discovered that exceptionally driven instructors ensure that all material is taught on time while also ensuring students they teach earn excellent outcomes in both internal and external tests. This lends more belief to the discoveries of

an investigation conducted in the United Kingdom, according to Docking (2014), who suggested that in order for a teacher to be effective and productive, a principal must initially reward them every time, though with caution, frequency of reward may be reduced later.

In the words of Docking (2014), more effective incentive systems employ procedures to improve teacher performance. Nevertheless, many educators lack the will to do extra chores that would improve the lessons they carry out in the classroom. These findings back the belief that teacher motivation is essential for enhancing their effectiveness in timely completing the curriculum and enhanced educational accomplishment of students, despite the fact that school heads rarely engage in this practice. In other words, it's crucial to use incentives designed to instill a strong work ethic in teachers and increase their output.

4.4.1 Inferential Analysis

Data on how frequently principals reward teachers (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, and Never = 1), how frequently teachers complete the curriculum on time, and educational achievement in the KCSE for the year 2021) were gathered from the five sampled governmental secondary institutions in order to confirm the possibility that the principals' reward system has an impact on teachers' performance. Table 9 displays the results.

Table 9: How Often Principals Reward Teachers and Teacher Performance in KCSE for the Year 2021

How Often Principals Reward Teachers (X1)	How Often Teachers Cover Syllabus in Time	2021 KCSE Results
2	2	2.14
3	3	3.78
4	5	4.81
2	3	2.80

2	2	3.48
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Table 8 demonstrates that the frequency with which teachers complete the curriculum on time as well as the improvement in learning accomplishments of learners in the KCSE are all positively correlated with the frequency with which principals motivate and reward teachers in their secondary schools. These findings support those of Harper and McLanahan (2016), who found that teachers that are passionate about their work safeguard that the educational material is completed in a timely way and that their pupils do admirably on internal as well as outside tests. An analysis using Pearson's Product Moment Correlation Test was performed on the data in Table 9. Results are displayed in Table 10;

Table 10: Relationship between Frequency of Principals' Reward System and Teacher Performance in Public Secondary Schools

		X1	A	B
X1	Pearson Correlation	1	.913*	.884*
	Sig. (2-tailed)		.030	.047
	N	5	5	5
A	Pearson Correlation	.913*	1	.808
	Sig. (2-tailed)	.030		.098
	N	5	5	5
B	Pearson Correlation	.884*	.808	1
	Sig. (2-tailed)	.047	.098	
	N	5	5	5

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

Key: **X1**- How Often Principals Reward Teachers; **A**- How Often Teachers Cover Syllabus in Time and **B**-2021 KCSE Results

Table 10 demonstrates a significant correlation between the reward system implemented by principals and the performance of teachers in public secondary schools. Specifically, there is a positive relationship between the frequency at which principals motivate teachers and the frequency at which teachers effectively cover the syllabus and improve students' academic performance in the Kenya Certificate of Secondary Education (KCSE). The correlation coefficients ($r(5) = 0.913$ and 0.884) indicate a strong

association, with p-values of 0.030 and 0.047 at $\alpha = 0.05$, respectively. In conclusion, the strategies employed by principals in their reward systems play a crucial role in enhancing teacher performance in public secondary schools.

4.4.2 Thematic Analysis

During the interviews, the principals expressed their view in support of the fact that motivating teachers and recognizing the importance of a motivated teaching staff is key in enhancing their overall performance. Principal, P2, stated;

In my secondary school, I always ensure that teachers are motivated despite the meagre resources available for the same. I always identify hard-working staff and give them little incentives and recognition. This has boosted their morale to cover syllabus in time and ensure that students perform better in examinations

Notwithstanding these apparent inconsistencies, the aforementioned findings emphasize the implication of teacher incentive as a pivotal determinant of teacher performance. In a similar vein to the quantitative results, these perspectives align with the assertions posited by Fratkin (2017) regarding the influential role of reward systems implemented by principals in bolstering teachers' enthusiasm and efficacy. Consequently, these divergent findings affirm the notion that, albeit infrequently practiced by principals, the provision of rewards or any form of motivation plays a crucial role in enhancing teachers' performance, as evidenced by their ability to timely cover the syllabus and facilitate improved academic outcomes for students.

4.5 Teacher Evaluation Strategies and Teacher Performance

The objective of this investigation was to investigate how teacher evaluation approaches influence the performance of teachers in public secondary schools. Despite data were collected from teachers and results are displayed in Table 11;

Table 11: Teachers' Views on the Influence of Evaluation Strategies on Teacher Performance

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In government-owned secondary schools, principals usually assess teaching approaches to ensure syllabus coverage and students' performance	52.4	9.5	3.2	23.0	11.9
Public secondary school principals always check whether teachers have prepared professional instruments or not as way of assessing their performance	60.3	8.7	5.6	20.6	4.8
During teacher evaluation, public secondary school principals ensure that teachers adhere to quality standards set	58.7	6.3	3.3	24.6	7.1
In public secondary schools, principals conduct instructional supervision to monitor syllabus coverage as a way of improving students' performance	65.1	10.3	3.1	16.7	4.8
Despite adoption of different teacher evaluation techniques, performance of educators in secondary public educational institutions has not increased	39.8	8.3	5.4	30.4	16.1

In public secondary schools, principals typically evaluate teaching methods to safeguard the course being covered and that students are performing as expected, according to Table 11. However, only 9.5 percent of educators approved. Instead, 23.0 percent of them disagreed, and 11.9 percent vehemently objected. The majority of teachers (60.3 percent) toughly approved that public secondary school principals should always check to see if teachers have prepared professional instruments as a way of evaluating their

performance, while only 8.7 percent approved. On the other hand, 5.6 percent were unsure, 20.6 percent distressed, and 4.8 percent vehemently objected. The study also found that 6.3 percent of instructors established and 58.7 percent of teachers vehemently supported that principals of public secondary schools should ensure that teachers uphold quality standards when conducting teacher evaluations. However, only 24.6 percent of them dissented, and only 7.1 percent did so strongly. These results support the claims made by Burnett et al. (2017) that hiring practices in Venezuela support teaching effectiveness when the hiring and evaluation criteria are in line. Every teacher needs to have access to high caliber professional development, claim Burnett et al. (2017). Using district and academic goals based on state requirements, and instructors' and the demands of learners, professional development programs should be developed. These results show that sound strategies for teacher evaluation adopted by school leaders serve as the foundation for teachers' performance.

Similar to the previous statement, 10.3 percent of the educators and 65.1 percent of the teachers completely concur that principals conduct instructional supervision to monitor syllabus coverage as a way to improve learners' performance in secondary public schools. 16.7% of respondents disagreed, while 4.8% strongly disagreed. While 8.3 percent of the teachers agreed, slightly more than a third (39.8 percent) strongly agreed that teacher performance has not improved despite the implementation of various teacher evaluation strategies in public secondary schools. However, 31% disagreed, while 16% strongly disagreed.

These results support Halawah's (2014) assertions that educational issues in secondary schools in Nigeria are directly related to subpar evaluation strategies that don't give useful evidence, are founded on binary grading systems, and don't really extricate

between good and bad teaching. This suggests that a lot of the time, the issue isn't evaluation of teachers, but rather the collection of a ton of data without a good method for judging their importance and potential uses.

This further suggests that the effectiveness of teacher evaluation strategies in raising standards for instruction has not been fully realized.

4.5.1 Inferential Analysis

Data were further gathered from the five sampled secondary public schools on how frequently (Never = 1, Rarely = 2, Sometimes = 3, Often = 4 and Very Often = 5) principals evaluate educators, how frequently teachers cover the prospectus in time, and academic performance in the KCSE for the year 2021). This was done to confirm the possibility that teacher evaluation strategies have an impact on teacher performance.

Table 12 displays the outcomes.

Table 12: How Often Principals Evaluate Teachers and Teacher Performance in KCSE for the Year 2021

How Often Principals Evaluate Teachers (X2)	How Often Teachers Cover Syllabus in Time	2021 KCSE Results
1	2	2.14
2	3	3.78
5	5	4.81
2	3	2.80
2	2	3.48

Table 12 demonstrates that the frequency with which teachers complete the curriculum on time as well as the improvement in learners' educational performance in the KCSE are inversely correlated with the number of times principals evaluate teachers' pedagogical activities. These findings bolster the claims made by Burnett et al. (2017) that every teacher should have access to top-notch professional development and regularly engage in it in order to gauge their efficacy. The Pearson's Product Moment

Correlation Test Analysis was applied to the data in Table 12. Results are illustrated in Table 13;

Table 13: Relationship between Frequency of Principals' Evaluation of Teachers and Teacher Performance

		X2	A	B
X2	Pearson Correlation	1	.942*	.895*
	Sig. (2-tailed)		.017	.040
	N	5	5	5
A	Pearson Correlation	.942*	1	.808
	Sig. (2-tailed)	.017		.098
	N	5	5	5
B	Pearson Correlation	.895*	.808	1
	Sig. (2-tailed)	.040	.098	
	N	5	5	5

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

Key: **X2**- How Often Principals Evaluate Teachers; **A**- How Often Teachers Cover Syllabus in Time and **B**-2021 KCSE Results

Table 13 demonstrates that in secondary public schools, there is a significant association between principals' use of teacher evaluation strategies and teachers' achievement. That is, the more often principals evaluate teachers, the more frequently they complete the curriculum on time, and the better the learners' academic performance in the KCSE is ($r(5) = 0.942$ and 0.895 at $p = 0.017$, 0.040 at $= 0.05$). This demonstrates the importance of teacher evaluation and the significance of the evaluation strategies used by administrators of schools when attempting to raise teacher performance in secondary schools.

4.5.2 Thematic Analysis

This was further supported by the principals as well that they usually assess teaching approaches which teachers use in class to ensure syllabus coverage and students' performance. They stated that they always check whether teachers have prepared professional instruments or not. Principal, P3, noted;

It is a requirement that every teacher must have all professional tools of teaching and thus, I always ensure that teachers in my secondary school have them before proceeding to class. This enables me to follow and understand what is being taught and whether the syllabus is being followed to the latter.

These supports the viewpoints held by Burnett et al (2017) that teachers must adhere to teaching standards which include the creation of official papers such as work plans, lesson plans and records of work besides lesson notes. In summary, these conflicting results support the idea that, though not fully undertaken by school heads, strategies adopted to evaluate teachers and their activities play an important in improving their performance.

4.6 Opportunities for Professional Development and Teacher Performance

The purpose of the investigation was to determine how much professional development opportunities for teachers affect their performance in secondary public schools.

Descriptive data were gathered from teachers and results are shown in Table 14;

Table 14: Teachers' Views on the Influence of Provision of Opportunities for Professional Development on Teacher Performance

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In the realm of secondary public education, the absence of in-service training opportunities poses a hindrance to the enhancement of performance	41.6	7.1	5.5	40.4	5.4
Educators have occasionally participated in mentorship programs aimed at equipping them with the necessary skills to manage students exhibiting disciplinary issues	54.0	6.3	6.3	12.7	20.7
In public secondary schools, teachers have not been afforded the opportunity to take sabbatical leave for the purpose of rejuvenation	29.5	5.6	6.7	51.9	6.3
Public secondary school principals seldom arrange workshops and seminars aimed at facilitating the acquisition of novel pedagogical methodologies by teachers	33.3	3.2	3.1	54.8	5.6

In the realm of public secondary education, the performance of teachers is observed to be subpar due to the absence of avenues for personal growth and development	30.7	3.4	3.5	56.8	5.6
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Source: Field Data (2022)

Table 14 shows that 41.6% of teachers strongly agreed with the statement that there are no possibilities for performance enhancement through in-service training while 7.1 percent agreed, 40 percent disagreed, but only 54 percent strongly disagreed. About 54 percent of the teachers and 63 percent of them strongly concur that they had occasionally participated in mentorship programs on how to handle students who were acting out of line. Twenty-seven percent of those disagreed strongly, compared to twelve percent who disagreed. Only 5.6 percent of the educators firmly concurred with the small percentage of educators (29.5 percent) who said they had never been given sabbatical leave to rest and recharge. However, 63% of those who disagreed strongly did so, making up 51.9 percent of the total.

A third of teachers (33%) disagreed with the statement that principals of public secondary schools frequently organize conferences and training sessions for educators to study cutting-edge teaching methods, while 32% of teachers agreed. 54 percent of them disagreed, and 56 percent strongly disagreed. Ineffective teachers in publicly funded secondary educational institutions is allegedly caused by a lack of professional development opportunities, according to 37% of the teachers, and 34% of the respondents agreed. In contrast to the 58 percent who agreed, 56 percent of them strongly disagreed.

These results are in line with research steered in the Netherlands by Boyle et al. (2015), who found that growing professionally is widely agreed upon to focus on the development of teachers. Boyle et al. (2013) assert that any professional's life should be

developed in a way that continuously deepens skills and knowledge. This shows that instructors need to continue their professional development with the intention of improving the overall quality of education and instruction.

This was supported by research done in Germany by Blase and Blase (2015), which demonstrated that professional growth is a lifetime program that concentrates on educators' understanding, skills, and mindsets in order to provide them the capacity to educate learners successfully. Development for professionals, according to Blase and Blase (2015), is a task that involves instructors and takes place over a specific amount time frame in order to accomplish advancement in their profession. These results show that teachers' professional development is essential for performance, despite the fact that it is uncommon. That is, teachers' professional development is crucial because it aims to improve what they learned in tertiary education to meet curriculum requirements.

Secondary schools that provide their instructors these chances perceive an improvement in both their performance as educators and the academic success of their learners. This recommends that the importance of the professional development of educators comes in the opportunity it provides them to acquire new pedagogical techniques and new ways to serve the academic demands, interests, and personal preferences of their students, which are critical to their academic achievement.

To put it another way, continuing education aims to improve that teaching methods, their ability to adapt their lessons to students' needs, their ability to run the classroom, and the growth of a Professional surroundings that is founded on shared values regarding the importance of education and instruction and places a focus on collaboration among educators.

4.6.1 Inferential Analysis

To establish if offering chances for professional growth may have an impact on teachers' performance, data on how frequently teachers are given opportunities for professional development were collected from the five sampled public secondary schools (Never = 1, Rarely = 2, Sometimes = 3, Often = 4 and Very Often = 5). These statistics comprised the frequency with which instructors completed the curriculum on schedule and students' KCSE academic results for the year 2021 as shown in Table 15;

Table 15: How Often Teachers are Accorded Opportunities for Professional Development and Teacher Performance in KCSE for the Year 2021

How Often Teachers are Accorded Opportunities for Professional Development (X3)	How Often Teachers Cover Syllabus in Time	2021 KCSE Results
2	2	2.14
3	3	3.78
5	5	4.81
3	3	2.80
3	2	3.48

Table 15 shows that there is a correlation between enhancement in the academic achievement of learners on the KCSE and the regularity with which teachers get opportunities for career growth. These results reflect Blase and Blase's (2015) observation that instructional growth is an ongoing process that focuses on teachers' understanding, abilities and attitudes to teach. Pearson Product Moment Correlation Test Analysis was done on data in Table 15. Results are displayed in Table 16;

Table 16: Relationship between How Often Teachers are Accorded Opportunities for Professional Development and Teacher Performance

		X3	A	B
X3	Pearson Correlation	1	.932*	.921*
	Sig. (2-tailed)		.021	.026
	N	5	5	5
A	Pearson Correlation	.932*	1	.808
	Sig. (2-tailed)	.021		.098
	N	5	5	5
B	Pearson Correlation	.921*	.808	1
	Sig. (2-tailed)	.026	.098	

N	5	5	5
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*. Correlation is significant at the 0.05 level (2-tailed).

Key: **X3**- How Often Teachers are Accorded Opportunities for Professional Development; **A**- How Often Teachers Cover Syllabus in Time and **B**-2021 KCSE Results

The availability of professional development opportunities and educator effectiveness in communal secondary schools are significantly correlated, as demonstrated in Table 16. This indicates that instructors are more likely to finish the curriculum on time and have more options to pursue their education the higher the academic achievement of pupils in the KCSE ($r(5) = 0.342$ and 0.921 at $p = 0.021$, 0.026 at $= 0.05$). This shows that school managers must focus on retraining teachers and giving them opportunity to acquire new teaching methods in order to enhance teacher effectiveness in secondary schools.

4.6.2 Thematic Analysis

However, the principals' opinions on the availability of opportunities for professional development during the interviews were different from those of the teachers'. They claimed that most educators receive chances to advance their education. Principal P4 said:

In my school, a considerable number of teachers have been afforded opportunities and scholarships to partake in seminars and pursue higher education at universities, with the aim of enhancing their professional development. As a result, they have been able to acquire novel teaching methodologies, subsequently leading to notable improvements in their instructional efficiency, timely completion of syllabi, and enhanced academic performance among their students in their respective disciplines.

These results show that instructors need relentless and regular professional evolution in order to improve their educational knowledge and teaching abilities were never-ending in times, despite the divergent opinions expressed by the respondents. This is consistent with Boyle et al.'s (2015) assertions that there is a strong consensus that professional development focuses on the development of teachers. Boyle et al. (2013) assert that any

professional's life must be developed in a way that prioritizes ongoing skill and knowledge advancement. This suggests that enhancing the standard of instruction and learning requires the development of teachers.

These conflicting results support the idea that teachers' professional development is essential for performance in terms of covering the curriculum and students' academic results, even though it is not a regular activity.

4.7 Provision of Work Situational Factors and Teacher Performance

The study sought to examine the extent to which situational factors connected to the workplace influence teachers' achievement in public secondary schools. Table 17 displays the outcomes.

Table 17: Teachers' Views on the Influence of Provision of Work Situational Factors on Teacher Performance

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
secondary Public school principals ensure that teachers are safe while at school as a way of motivating them to perform in their work	57.9	9.5	4.0	23.8	4.8
In public secondary schools, principals usually help teachers solve their personal problems to motivate them to perform	31.1	7.9	5.6	52.2	3.2
In public secondary schools, principals ensure that teachers' living conditions are improved as a form of motivation	38.9	8.7	1.6	41.3	9.5
Public secondary schools provide teachers with accommodation to enhance efficiency and punctuality	37.3	5.6	4.0	45.2	7.9
Teacher performance at school has improved since public secondary school principals create a conducive working environment	60.9	6.6	4.3	21.3	6.9

Table 17 shows that a little more than half of the teachers (57.9%) vehemently agreed with the statement that second-level public school principals should ensure that teachers

are safe while at school as a way to encourage them to perform well in their work. The other 95% of teachers also agreed. Only 4% of respondents were unsure, 238 disagreed, and 438 strongly disagreed, leaving only 4%. Only 7.9 percent of teachers agreed, and only 31.1 percent vehemently agreed, that principals in secondary public schools usually assist teachers in resolving personal issues in order to motivate them to perform. The majority (52%) disagreed, while only 3% strongly disagreed. Table 16 reveals that only 8.7 percent of teachers agreed with the statement made by only 38.9 percent of teachers who strappingly approved that administrators in publicly owned secondary institutions should ensure that teachers' living conditions are improved as a form of motivation. But 9.5 percent of respondents strongly disagreed, compared to 41.3 percent who agreed, 5.6 percent of the educators approved, while 37.3 percent powerfully approved that accommodations should be made for teachers in public secondary schools to increase productivity and punctuality. However, 7.9% of respondents strongly disagreed, compared to 45.2% who disagreed.

Majority of the teachers (60.9 percent) and 6.6 percent of the teachers strongly agreed that teacher performance at the school has improved as a result of the creation of a positive work environment by public secondary school principals. However, 6.9 percent strongly disagreed, while 21.3 percent disagreed. These discoveries corroborate those of an investigation done in Colombia by Ingersoll and Smit (2017), which found that working conditions like well-being and elements that impact the physical conditions at work, such as indoor air quality and lighting, also have a big impact on motivating teachers to work hard.

It is essential for school administrators to create a work environment where teenagers, support workers, and other employees feel valued and extremely inspired, according to

Ingersoll and Smit (2017). These results also support the claims made by UNESCO (2018) that the educational system in developing countries, particularly in conflict areas, faces challenges like a lack of funding, low pay, a lack of or hazardous educational facilities, bad administration, corruption, and inadequate leadership are some examples of inadequate safety protocols. UNESCO (2018) states that, despite the fact that working conditions and their significance vary depending on the context, teacher performance is strongly correlated with a lack of investment in working conditions. These results show that teachers' performance and job satisfaction are influenced by workplace circumstances. To put it another way, work-related decisions aim to improve teachers' quality of life with the claim that doing so will lead to measurable productivity gains. In other words, teacher performance in terms of covering the curriculum and the overall academic performance of learners is heavily influenced by factors other than the working conditions in schools, well-designed compensation plans, and effective supervision.

4.7.1 Inferential Analysis

Data on the frequency with which teachers complete the curriculum on time, whether or not they are given accommodations at school (Yes = 1 and No = 0), and educational performance on the KCSE for the year 2021 were gathered from the five sampled secondary public schools. This was done in order to support the idea that work situational factors may affect teachers' performance. Results are presented in Table 18.

Table 18: Whether Teachers are Provided with Accommodation at School and Teacher Performance in KCSE for the Year 2021

Whether Teachers are Provided with Accommodation at School (X4)	How Often Teachers Cover Syllabus in Time	2021 KCSE Results
0	2	2.14
0	3	3.78

1	5	4.81
0	3	2.80
0	2	3.48

Table 18 demonstrates that the more frequently teachers cover the curriculum on time and the better the students' academic performance in the KCSE are, the more frequently teachers in public secondary schools receive accommodations services within the school. This provides additional evidence in support of UNESCO's (2018) claims that accommodations and other work-related situational factors have an impact on teachers' productivity and job satisfaction. The Product Moment Correlation Test Analysis by Pearson was applied to the data in Table 18. Table 19 displays the findings.

Table 18: Relationship between Whether or Not Teachers are Provided with Accommodation and Teacher Performance in Public Secondary Schools

		X4	A	B
X4	Pearson Correlation	1	.913*	.779*
	Sig. (2-tailed)		.030	.037
	N	5	5	5
A	Pearson Correlation	.932*	1	.808
	Sig. (2-tailed)	.021		.098
	N	5	5	5
B	Pearson Correlation	.921*	.808	1
	Sig. (2-tailed)	.026	.098	
	N	5	5	5

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

Key: **X4**- How Often Principals Evaluate Teachers (X2); **A**- How Often Teachers Cover Syllabus in Time and **B**-2021 KCSE Results

Table 19 demonstrates that in public secondary schools, there is a significant relationship between teacher performance and the provision of work situational factors like accommodations services. This means that students' academic performance in the KCSE improves as a result of the frequency with which teachers are given opportunities to further their education ($r(5) = 0.913$ and 0.779 at $p = 0.030$, 0.037 at $= 0.05$). This demonstrates that teachers' working conditions are a major factor in what motivates

them to do their jobs well. In order to ensure teacher performance, it is necessary to provide work-related factors like security, housing, and healthcare.

4.7.2 Thematic Analysis

During the interviews, principals added that provision of work situational factors such as accommodation, healthcare and safety for teachers has been a challenge, though there have been concerted efforts to make teachers comfortable. Principal, P5, noted;

In my secondary school, few teachers are provided accommodation since we lack resources to ensure that all of them are catered for. So many of the teachers in my school live outside the school which sometimes make them feel unsafe. This has often compromised their service delivery whose net effect has been low performance.

These findings underscore the value attached to working conditions as critical factors which contribute to teacher performance in secondary schools. This confirms the claims made by Ingersoll and Smit (2017) that factors such as workplace wellness and physical working circumstances, such as illumination and indoor air quality, also play a significant influence in inspiring instructors to work hard. In conclusion, these contradictory results indicate that factors in the workplace play a significant role in determining how well instructors operate in the classroom.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The primary research findings, conclusions, recommendations, and ideas for additional study are all thoroughly reviewed in this chapter in the light of the study's goals.

5.1 Summary of Research Findings

This section presents a comprehensive overview of the research outcomes, which were based on the study's objectives. These objectives encompassed an evaluation of teacher performance in public secondary schools, as well as an examination of the impact of principals' reward systems, teacher evaluation strategies, opportunities for professional development, and work situational factors on teacher performance in public secondary schools.

5.1.1 Teacher Performance

The investigation has revealed that a significant proportion of teachers fail to cover syllabus in time, resulting in low academic outcomes for students in the Kenya Certificate of Secondary Education (KCSE). The untimely completion of the syllabus has led to lack of revision time for students. Additionally, the investigation has demonstrated that the academic attainment of learners in Saku Sub-county has been declining in recent years.

5.1.2 Principals' Reward System and Teacher Performance in Public Secondary Schools

The investigation recognized that teachers are rarely motivated to work hard. Principals rarely identify teaching staff to be motivated as a way of improving their performance, which has translated into low academic performance among students. This indicates that, though not usually undertaken by school heads, reward system plays a key role in boosting teachers' morale to work hard and perform. The provision of incentives to teachers, or any other form of motivation, is a crucial factor in enhancing their performance with respect to timely syllabus coverage and improved academic outcomes for students. This assertion is supported by the results of a Pearson's Product Moment Correlation Analysis, which revealed a robust correlation between the reward system implemented by principals and the teacher performance in publicly-funded secondary schools. Specifically, the analysis demonstrated a significant positive correlation between the reward system and both timely syllabus coverage and improved academic performance in the KCSE examinations ($r(5) = 0.913$ and 0.884 at $p = 0.030, 0.047$ at $\alpha = 0.05$).

5.1.3 Teacher Evaluation Strategies and Teacher Performance

The study found that principals evaluate teachers by examining the instructional strategies they use and whether they follow quality standards like creating professional documents. This suggests that effective teacher evaluation strategies adopted by secondary school principals serve as the foundation for teachers' enhanced learner academic achievement along with prompt covering of the material are examples of accomplishment. Strategies used to assess teachers' performance and their activities are crucial to enhancing it, even though school administrators do not always fully implement them. This was confirmed by conducting a Pearson's Product Moment Correlation Analysis, which revealed a significant association between principals'

teacher evaluation practices and students' academic achievement in public secondary schools ($r(5) = 0.942$ and 0.895 at $p = 0.017, 0.040$ at $\alpha = 0.05$).

5.1.4 Opportunities for Professional Development and Teacher Performance

The study discovered that, while not in the majority, teachers are given opportunities for professional development. Teachers are occasionally given sabbatical leaves to recharge as well as mentorship programs on how to deal with students who exhibit indiscipline.

This shows that professional development is understood to be concerned with the development of teachers because it leads to ongoing skill and knowledge advancement, both of which are essential for the advancement of any professional's life. The importance of professional development for teachers is further supported by the fact that it gives them the chance to learn novel pedagogical approaches and new methods for dealing with the academic needs, interests, and preferences of their students, all of which are crucial to their academic success.

In order to support these conclusions, a Pearson's Product Moment Correlation Analysis was performed. The fallouts exposed a significant positive correlation between the availability of professional development opportunities and teachers' ability to cover the curriculum on time and improve students' educational attainment in the KCSE ($r(5) = 0.342$ and 0.921 at $p = 0.021, 0.026$ at $\alpha = 0.05$).

5.1.5 Provision of Work Situational Factors and Teacher Performance

The investigation revealed that provision of work-related circumstances influences educator academic performance in secondary public schools. However, the investigation

established that provision of work situational factors such as accommodation, healthcare and safety for teachers has been a challenge, though there have been concerted efforts to make teachers comfortable. It was established that few teachers are provided accommodation since we lack resources to ensure that all of them are catered for. So many of teachers live outside their respective secondary schools which sometimes make them feel unsafe. The compromised service delivery experienced by teachers has resulted in subpar performance. This indicates that motivating teachers to give their best work may be influenced by a variety of workplace factors, including health and physical environment factors like indoor air quality and lighting. An analysis of Pearson's Product Moment Correlation was done to support these conclusions. The analysis showed a significant relationship between teacher performance in secondary public schools and the availability of work situational factors, such as accommodations services. Particularly, there was an inverse relationship ($r(5) = 0.913$ and 0.779 at $p = 0.030, 0.037$ at $\alpha = 0.05$) between timely syllabus coverage and improved student academic performance in the KCSE exams.

5.2 Conclusions

With regard to the data given above, it is clear that a sizable number of educators fail to adhere to the prescribed syllabus, resulting in a detrimental impact on learners' academic achievements in the KCSE) examinations. The inadequate coverage of the syllabus within the designated timeframe deprives students of sufficient opportunities for revision. Furthermore, the investigation revealed a steady drop in younger children's performance in school in the KCSE exams in Saku Sub-county.

From the study findings, teachers are rarely motivated to work hard. Principals rarely identify teaching staff to be motivated as a way of improving their performance, which

has translated into low academic performance among students. The study established that principals evaluate teachers by assessing teaching approaches they adopt, whether they adhere to quality standards such as preparation of professional documents. This implies that performance of teachers is anchored on sound teacher evaluation strategies adopted by secondary school principals.

It is clear that teachers have access to some professional development opportunities, albeit not the majority. This observation underscores the importance of career growth in enhancing the skills and knowledge of teachers, thereby facilitating their continual growth and development. In the same token, it is evident that provision of work situational factors such as accommodation, healthcare and safety for teachers has been a challenge, though there have been concerted efforts to make teachers comfortable. This has often compromised their service delivery whose net effect has been low performance.

5.3 Recommendations for Practice

The study advocates for the following things:

1. Principals should develop new tactics for inspiring and boosting the morale of their teaching staff in light of their reward system and teacher performance. They will be more motivated to teach as a result, and students will perform better in their exams.
2. Principals should schedule time to practice good instructional leadership by participating in pedagogy-focused educational oversight activities with instructors. This is in relation to teacher evaluation strategies and teacher performance. This will enhance teaching strategies, which will enhance secondary school students' academic performance.

3. The Ministry of Education construct malleable programs to permit instructors to pursue higher education.
4. The Ministry of Education and other stakeholders should allocate funds to provide a comfortable working environment through accessible healthcare services, security at all times, and comfortable housing. This will help with work situational factors and teacher performance.

5.3.1 Recommendations for Further Studies

1. To assess how principals' attitudes affect teacher performance in secondary public schools.
2. To examine how the management approaches of principals affect teacher effectiveness.
3. To find out how principal traits affect teacher performance in public secondary schools, research should be done.

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APPENDIX I
LETTER OF INTRODUCTION

December 2022

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am taking a Masters of Education in Administration, Leadership and Management student at Mount Kenya University. My topic is: **Influence of Principals' Motivation Strategies on Teacher Performance in Public Secondary Schools in Saku Sub-county, Marsabit County, Kenya**. You have been chosen as a participant in this research project in order to achieve this goal. Please take the time to take part in the survey, I kindly ask the interviewees. It is crucial to remember that the evidence gathered will only be used for educational determinations, and the final report will not reveal your identity. The study's results can be given to you upon request if you'd like them.

Your valuable assistance and cooperation in this matter would be greatly acknowledged.

Thank you in advance.

Yours faithfully,

Mude Mude

APPENDIX II
INFORMED CONSENT

Dear participant,

The researcher is a Master of Education in Administration, Leadership, and Management program student at Mount Kenya University. The purpose of this study is to conduct research on **Influence of Principals' Motivation Strategies on Teacher Performance in Public Secondary Schools in Saku Sub-county, Marsabit County, Kenya**. In this study, I kindheartedly request your cooperation in allocating some time to respond to a sequence of inquiries. You may be sure that your anonymity and security will be rigorously maintained because only the investigator will have a copy of the data you supply, and your identity won't be exposed in any documents. It is important to note that this research will not yield any personal benefits for you. Consequently, your involvement in the study is completely voluntary, and you have the freedom to end it at any time before or during it. Your participation will not be rewarded in any way. Please sign the form below to confirm that you agree to participate in this research. Should you have any questions or, complaints don't be afraid to contact:

THE CHAIRMAN,
P. O. Box 342-01000,
THIKA

2. Please provide information regarding the academic achievements of your secondary school in the Kenya Certificate of Secondary Education (KCSE) examinations for the period spanning from 2017 to 2021

Year of Examination	KCSE
2017	
2018	
2019	
2020	
2021	

Section C: Principal's Reward System and Teacher Performance

1. On a scale of 1 to 3, kindly indicate the frequency with which your school principal engages in reward practices as follows:

Reward Practices	Very Often (3)	Rarely (2)	Never (1)
praising educators' efforts to complete assigned responsibilities			
praising instructors when they go to class consistently, work hard, and earn high exam scores			
Recognizing educators who help students achieve success in their academic and extracurricular pursuits			
Provision of material rewards			

1. Please specify your level of settlement with the following accounts regarding the impact of your principal's reward practices on your academic performance.

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	The principal seldom acknowledges the importance of a motivated teaching staff in					

	enhancing my performance					
2	The school's poor performance is due to the principal's failure to recognize and acknowledge hardworking non-teaching staff, leading to demotivation					
3	The school principal typically establishes criteria that must be fulfilled in order to foster motivation among all staff members					
4	Forms of motivation deigned by my school principal have not encouraged me to work hard and improve performance					
5	In the context of my secondary school, the principal frequently employs material and social incentives as a means of motivation					

Section D: Teacher Evaluation Strategies and Teacher Performance

1. Please indicate the frequency with which your principal occupies in the ensuing teacher evaluation activities on a scale of 1 to 3.

Teacher Evaluation Practices	Very Often (3)	Rarely (2)	Never (1)
Assessing teaching approaches			
Checking preparation of professional instruments of teaching			
Assessing adherence to quality standards			

1. Please rate how much you agree with the subsequent assertions on how your principal's evaluation procedures have affected your academic success.

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my school, my principal usually assesses my teaching approaches to ensure syllabus coverage and students' performance					
2	My principal rarely checks whether I have prepared professional instruments or not as way of assessing my performance					
3	During teacher evaluation, my principal ensures that I adhere to quality standards set					
4	In my school, the principal conducts instructional supervision to monitor syllabus coverage as a way of improving students'					

	performance					
5	Despite adoption of different teacher evaluation strategies in my school, my performance has not improved					

Section E: Opportunities for Professional Development and Teacher Performance

- Please indicate on a scale of 1-3 the frequency with which your principal engrosses in the following professional development activities.

Professional Development Activities	Very Often (3)	Rarely (2)	Never (1)
chances for in-service instruction are provided			
offering sabbaticals for individual growth			
Provision of mentorship programmes			

- Please rate how much you concur with the following statements regarding the impact of professional development activities on your academic performance.

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	Within the educational institution I attend, the absence of in-service training opportunities hinders the potential for enhancing performance					
2	I have not previously participated in any mentorship programs focused on effectively managing learners exhibiting disciplinary issues					
3	Within the context of my educational institution, I have yet to observe an instance in which educators are granted a sabbatical leave for the purpose of rejuvenation					
4	The frequency at which my principal arranges workshops and seminars for teachers to acquire novel teaching methodologies is infrequent					
5	The performance of teachers in my school is suboptimal due to the absence of opportunities for personal growth and development					

**Section F: Provision of Work Situational Factors and Teacher Performance in
Secondary Schools**

1. Please indicate the frequency with which your principal involves in the succeeding actions.

Work Situational Factors	Very Often	Often	Rarely	Not Often
	4	3	2	1
Security				
Taking care of teachers' welfare				
Living conditions				
Accommodation for teachers				

2. Kindly rate your level of agreement with the following statements concerning the influence of work-related situational factors on your academic performance.

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My principal ensures that I am safe while at school as a way of motivating me perform in my work					
2	In my school the principal usually helps me solve my personal problems to motivate me to perform					
3	In my school, the principal ensures that teachers' living conditions are improved as a form of motivation					
4	My school provides me with accommodation to enhance efficiency and punctuality					
5	My performance at school has improved since my principal creates a conducive working environment					

Thank you,

Mude Mude

APPENDIX IV

INTERVIEW GUIDE FOR PRINCIPALS

Dear participant,

The investigator is a Master of Education in Administration, Leadership and Management student at Mount Kenya University carrying out an investigation on **Influence of Principals' Motivation Strategies on Teacher Performance in Public Secondary Schools in Saku Sub-county, Marsabit County, Kenya**. The data furnished by participants will be handled with utmost confidentiality and exclusively employed for the determinations of this research endeavor.

Section A: Demographic Information

1. Gender:.....
2. What is your highest level of edification?.....

Section B: Teacher Performance in Public Secondary Schools

1. How often do teachers in your secondary school complete their syllabus?
.....

2. What has been the scholastic achievement of students enrolled in your secondary school in the Kenya Certificate of Secondary Education (KCSE) examination over the past five years (2017-2021)?.....

Section C: Principal’s Reward System and Teacher Performance in Public

Secondary Schools

1. What is the frequency of teacher rewards in your secondary school?.....
2. How have your reward strategies for teachers improved performance of teachers in your secondary school?

.....

Section D: Teacher Evaluation Strategies and Teacher Performance

1. What is the frequency of teacher evaluation activities conducted in secondary schools?
2. What is the impact of teacher evaluation strategies on their performance within the educational setting? What is the impact of teacher evaluation strategies on their performance within the educational setting?

.....

Section E: Opportunities for Professional Development and Teacher Performance

1. How often do you provide teachers with professional development opportunities?
2. To what extent has the provision of professional development opportunities influenced the performance of teachers within your secondary school?

.....
.....

Section F: Provision of Work Situational Factors and Teacher Performance

1. How often do you provide work situational factors for teachers in your school?

.....

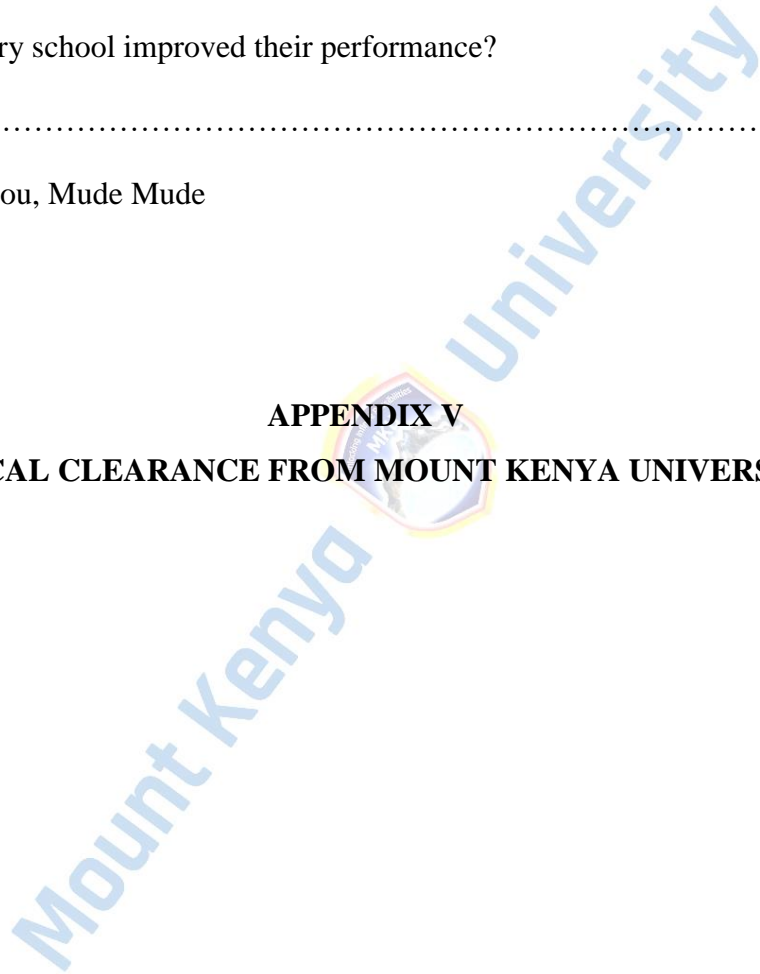
2. To what extent has provision of work situational factors to teachers in your secondary school improved their performance?

.....

Thank you, Mude Mude

APPENDIX V

ETHICAL CLEARANCE FROM MOUNT KENYA UNIVERSITY



Mount Kenya University



REF: MKU/ISERC/2547

Date: 19 December 2022

TO: MUDE MUDE

REG: MED/2018/26951

Dear Sir/Madam,

RE: INFLUENCE OF PRINCIPALS' MOTIVATION STRATEGIES ON TEACHER PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN SAKU SUB-COUNTY, MARSABIT COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1620**. The approval period is **19/12/2022 - 18/12/2023**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

The Chairman
Yours sincerely,
Mount Kenya University
Ethics Review Committee
P. O. Box 342 - 0100, Thika

Dr. Peter G. Kirira
Chairman, Mount Kenya University ISERC

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: 020-2878 000, Cell: +254 709 153 000

APPENDIX VI

**INTRODUCTION LETTER FROM THE SCHOOL OF POSTGRADUATE
STUDIES OF MOUNT KENYA UNIVERSITY**



DIRECTORATE OF GRADUATE STUDIES

MED/2018/26951

19th December, 2022

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

Dear Sir/Madam,

RE: MUDE MUDE - REGISTRATION NO.MED/2018/26951


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

The title of his research is **"Influence of Principals' Motivation Strategies on Teacher Performance in Public Secondary Schools in Saku Sub County, Marsabit County Kenya."**

He has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for his research between **December, 2022 and March, 2023.**


Any assistance accorded to him will be highly appreciated.

Thank you.



Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.

Mount Kenya University
P.O. Box 342 - 01000, THIKA
Office of the Director
Graduate Studies

**AUTHORIZATION LETTER FROM NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY AND INNOVATION, NACOSTI**


REPUBLIC OF KENYA
National Commission for Science, Technology and Innovation
Date of Issue: **04/January/2023**


RESEARCH LICENSE




This is to Certify that Mr.. MUDE HIRBO MUDE 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 Marsabit on the topic: INFLUENCE OF PRINCIPALS' MOTIVATION STRATEGIES ON TEACHER PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN SAKU SUB-COUNTY, MARSABIT COUNTY, KENYA for the period ending : 04/January/2024.

License No: **NACOSTI/P/23/22930**

Applicant Identification Number **867229**


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 VIII

**RESEARCH AUTHORIZATION LETTER FROM COUNTY COMMISSIONER,
MARSABIT**


OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION

Email: ccmarsabit@gmail.com
cc.marsabit@interior.go.ke

Office of the County Commissioner,
Marsabit County,
P.O. Box 1 – 60500,
Marsabit

When replying please quote

Ref.No: CC/MC/EDU.1/VOL.II/64

6TH JANUARY, 2022.


TO WHOM IT MAY CONCERN,


**RE: RESEARCH AUTHORIZATION IN RESPECT OF MUDE HIRBO
MUDE REG. NO. MED/2018/26951: MT. KENYA UNIVERSITY**

Reference is made to National Commission for Science, Technology and Innovation letter Ref No. 86729, License No. NACOSTI/P/23/22930 dated 4th January, 2023.

The research topic is on “Influence of Principal’s motivation strategies on teachers performance in Public Secondary Schools in Saku Sub County, Marsabit County, Kenya” for the period ending. 4th January, 2024.

Kindly, therefore, accord him the necessary support in undertaking the research activities in Marsabit County.


DAVID N. SARUNI
Ag. COUNTY COMMISSIONER
MARSABIT COUNTY.


OFFICE OF THE COUNTY COMMISSIONER
MARSABIT COUNTY
06 JAN 2023
P. O. Box 1 - 60500, MARSABIT
Email: ccmarsabit@gmail.com

APPENDIX IX

**RESEARCH AUTHORIZATION LETTER FROM COUNTY DIRECTOR OF
EDUCATION, MARSABIT**



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

State Department for Early Learning and Basic Education

Telegrams: "EDUCATION" MARSABIT
Telephone: (069)2102098
Fax: (069)210 2098
E-mail: cdemarsabit@gmail.com

County Director of Education
Marsabit County
P O Box 367-60500
MARSABIT

Date: 4/1/2023

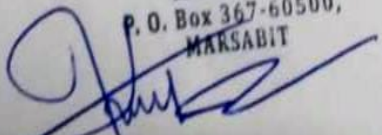
**MUDE HIRBO MUDE
(REG NO.MED/2018/26951**

RE: RESEARCH AUTHORISATION

Following your application to carry out research on "The **INFLUENCE of PRINCIPALS MOTIVATION ON TEACHERS PERFORMANCE IN PUBLIC SCHOOLS IN SAKU SUB COUNTY MARASABIT COUNTY KENYA**" you are hereby granted permission to carry out the same in Marsabit County.

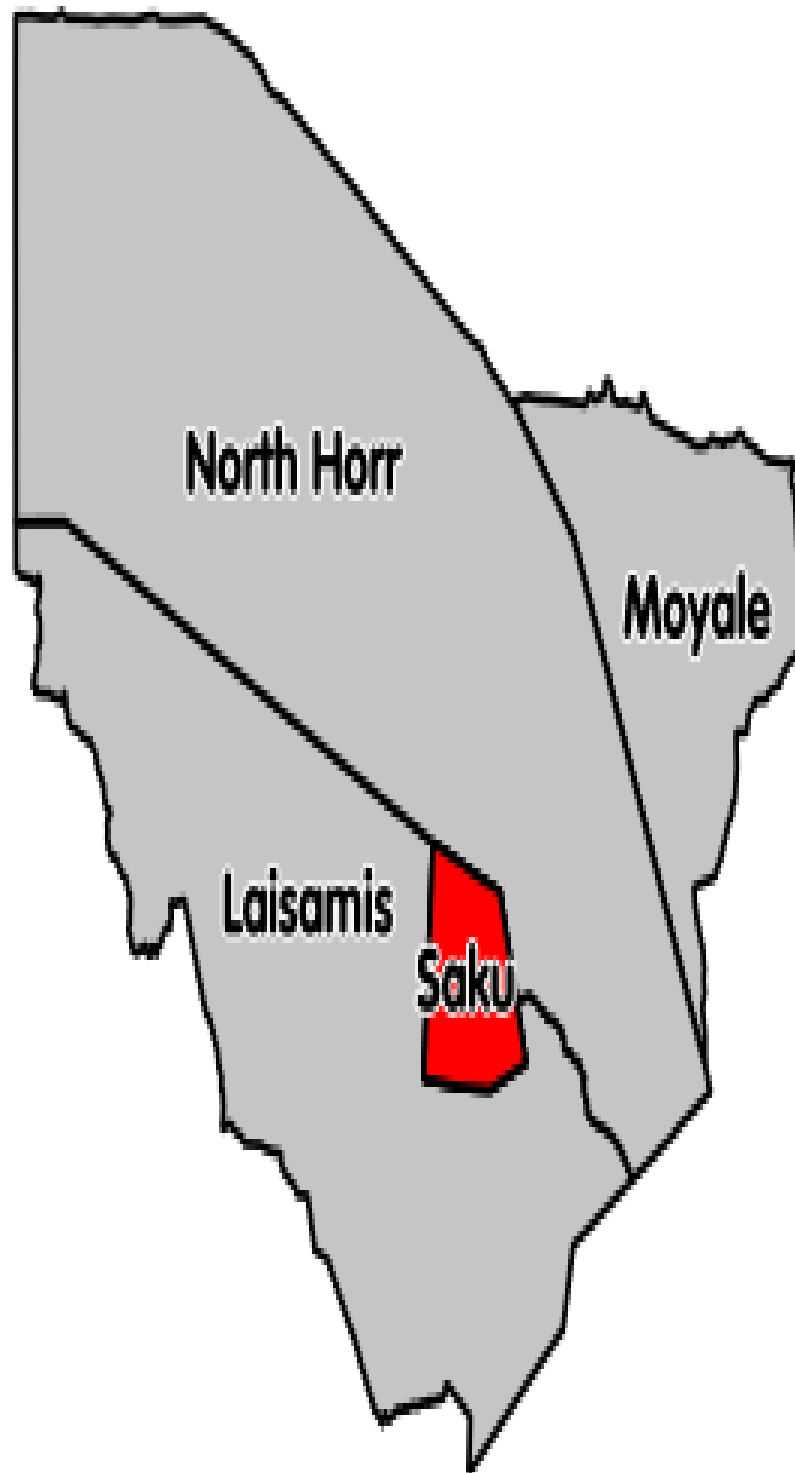
I wish you success in your research in this field.

COUNTY DIRECTOR OF EDUCATION
MARSABIT
P. O. Box 367-60500,
MARSABIT


**TITUS M. MBATHA
COUNTY DIRECTOR EDUCATION
MARSABIT COUNTY**

APPENDIX X

THE MAP OF SAKU CONSTITUENCY SHOWING SAKU SUB-COUNTY



Source: IEBC (2012)