

**TEACHERS SERVICE COMMISSION MOTIVATIONAL STRATEGIES AND  
THEIR INFLUENCE ON TEACHERS' PERFORMANCE IN PUBLIC SECONDARY  
SCHOOLS IN MIGORI COUNTY, KENYA**

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MANAGEMENT AND POLICY, OF THE DEPARTMENT OF EDUCATIONAL  
MANAGEMENT AND FOUNDATIONS. RONGO UNIVERSITY**

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## DECLARATION AND APPROVAL

### DECLARATION BY CANDIDATE

This is to confirm that this is my original work and has not been presented to any university and any other institution of higher learning for Examination.

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## **DEDICATION**

Special dedicated to my late parents Mr. Linus Omollo and Mrs. Esther Omollo for their tireless effort as well as their urge and encouragement they gave towards my education. Their constant push towards higher aspiration has led to my resilience that has seen me through this worthy course.

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## ABSTRACT

Teachers are the central elements for the overall school's good performance and their commitments to their job are a milestone for school success which comes as a result of motivation. Therefore, for effective and smooth schools operations, the core instruments needs to motivate the teachers through different ways as they execute their roles. This will help maintain reward system which helps create a motivating environment that enhances performance. The teachers' motives and behavior occurs simultaneously, but with varying weight. These motives can be synergetic depending on the drive and at the same time antagonistic when the drive is withdrawn as it seeks to improve the efficiency, analysis, and the tools that they can apply to help better the learning outcome. Despite some influences brought about by Teachers Service Commission motivational strategies to all the teachers in the country, there are improved levels of teacher performance from the neighboring counties than Migori County. This study sought to evaluate the Teachers Service Commission motivational strategies and their influence on teacher performance in Migori County's public secondary schools. The objectives of the study were to: evaluate the effect of Teachers Service Commission incentives on teachers' performance, determine the extent to which performance of teachers is influenced by Teachers Service Commission's career progression , investigate the extent to which Teachers Service Commission's care influence teacher performance and finally, evaluate the impact of Teachers Service Commission's strategic focus on performance teachers . Cross sectional survey design was employed for the study with a population of 3010 teachers, 271 secondary school principals and 10 Teachers Service Commission Sub-County Directors of Education. Simple random sampling pegged at 30% was used to select 81 school principals', purposive sampling to select 10 TSC Sub-County Directors of Education and Cluster sampling was used to select 346 teachers, making a total of 427 respondents. The research questionnaires were administered to teacher and the principals, Focus Group Discussion to the teachers while the interview guide was used to collect data from TSC Sub-County Directors of Education. Pilot study was done in each category of the respondents, calculated at 10 percent of the total sample size to establish validity of the research tools: where 36 teacher, 8 principals and 2 Sub-County Directors of Education were included. Test-retest method was used to test reliability and Pearson's product moment correlation coefficient was further used to determine the reliability coefficient of .70 and above ascertaining the reliability of the instruments. Quantitative data was analysed using descriptive and inferential statistics where; frequency counts, percentage, mean and standard deviation were used, while qualitative data was coded, transcribed and organized thematically. The researcher got a research permit before going to the field, adhered to research norms and avoided plagiarism. The study established that; Incentives offered by the employer can motivate the teachers at ( $r = .169$ ,  $p = .000$ ). The career progression prospects has minimal positive motivational influence on teacher performance at ( $r = .246$ ,  $p = .000$ ). There is minimal positive motivational influence on teachers' performance on care provided by Teachers Service Commission at ( $r = 0.363$ ,  $p < .05$ ) and finally, Teachers Service Commission strategic focus has moderate positive motivational influence on teacher performance at ( $r = 0.549$ ,  $p < .05$ ). From the findings, the null hypotheses stated were all rejected. The findings of the study may be of value to the Education developers, the employer and stakeholders to help improve the reward system and invest significantly on the teachers who enhance improvement and the best results on learners' academic achievements.

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## LIST OF ACRONYMS

<b>ADA</b>	Alcohol and Drug Abuse
<b>AIDS</b>	Acquired Immune Disease Syndrome
<b>BOM</b>	Board of Management
<b>CBA</b>	Collective Bargaining Agreement
<b>CBC</b>	Competency Based Curriculum
<b>CSO</b>	Curriculum Support Officer
<b>CEMASTEA</b>	Centre for Mathematics, Science and Technology Education in Africa
<b>ESD</b>	Education for Sustainable Development
<b>FGD</b>	Focus Group Discussion
<b>FPE</b>	Free Primary Education
<b>ICS</b>	International Child Support
<b>ICT</b>	Information and Communication Technology
<b>H.O.D</b>	Head of Department
<b>HIV</b>	Human Immune-Deficiency Virus
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KEMI</b>	Kenya Education Management Institute
<b>KNEC</b>	Kenya National Examination Councils
<b>MDG</b>	Millennium Development Goals
<b>MTP 11</b>	Medium Term Plan 11
<b>MOE</b>	Ministry of Education
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>NHIF</b>	National Hospital Insurance Fund
<b>POYA</b>	Principal of the Year Award
<b>SDG</b>	Sustainable Development Goals
<b>SCDE</b>	Sub-County Director of Education
<b>SMASE</b>	Strengthening of Mathematics and Science Education in Africa
<b>SPSS</b>	Statistical Package for Social Science
<b>SRC</b>	Salaries and Remuneration Committee
<b>TPAD</b>	Teacher Performance Appraisal and Development
<b>TSC</b>	Teachers Service Commission
<b>TSL</b>	Teacher and School Leader

<b>TOYA</b>	Teacher of the Year Award
<b>UNICEF</b>	United Nation Children Education Fund
<b>UNESCO</b>	United Nation Educational, Scientific and Cultural Organization
<b>SPSS</b>	Statistical Package for Social Scientists

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study

The concept motivation is drawn from ancient Greek education philosophers who presumed three major components of it, these include; the body's desires, pleasures, and pains. Rene Descartes, tried to differentiate two aspects of motivation thus; inactive and active motivations, after the renaissance (Sean, 2007). Inactive factor is that part of the body possessing both material and automated identities. Similarly, active factor comprises of 'will' as a strong feeling of wanting to have something to happen and physiological throw back to the external factors that impacts the operation of individual's behaviour as supported by (Pakdel 2013).

Researchers and experts from an educational point, view motivation as an intramural condition that prompt an individual to react, direct an individual in a specific way, and ensuring that they are affianced (Ormrod 2008). It is the inner urge or effort made by an individual to achieve their target and satisfy individual needs (Srivastava & Barmola, 2011); without it, an individual cannot achieve either satisfaction or better the desired results. To achieve the desired result (Vermeulen, 2017) states that, there must be a strategy which is an action that the employer takes as a general direction set for the schools and its various components to attain a desired goal in the future.

An actual strategy comprise of understandable deposits of alternatives that the teacher choses to act upon (Shah & Paudel, 2018). In this context, teachers would wish to complete the syllabus and their learners can attain good grades in their studies after going through the four years in a secondary school as they are taken through the learning processes by the teachers. One of the most important inputs into the quality education in any given institution is the

teacher who is committed and dedicated to the work. The commitment can be viewed in terms of what the teacher can do only during ordinary school working hours but even when off duty on factors related to the learner's acquisition of knowledge.

The core mandate of a teacher is to help the students meet their challenges of achieving educational goals, which primarily focuses on the transformation of the community, inculcating values that help in developing the society, morally, socially, politically, and economically. A study carried out by (Briole 2017) states that, when the teacher has no urge to perform as required, extrinsic factors will make them work for a particular goal which may not be relevant to the positive academic achievement of the educational matters. A motivated teacher may be able to take a task for their use which can make the feelings be inwardly appreciated to obtain accomplishment and self-actualization, thus, making learning happen with passion, creativity, and determination (Irma, 2015).

A research that was done in America on health psychology by (Tompsonski et al., 2018) supports that physical activity which increases neural activity in the brain and executes brain functions such as attention span and working memory, leads to the strategy that promotes high academic achievements. This affirms that linking TSC's motivational strategies to teachers' performance may be a way of increasing the performance of the students.

Study done in the USA by (Mintrop and Ordenes, 2017) affirmed that incentives and organizational goals enhance teachers' effort that leads to academic achievement, these incentives are tangible or intangible reward provided to an employee in order to activate or promote their productivity as expounded by (Ozoemena, 2013), they can be non-monetary or monetary. United State Department of Education further launched, teacher and school Leader (TSL) Programme Competition which promotes performance-based competition and a comprehensive human capital management system for teacher, principal and other school

leaders (Orman 2017), which highly supported the motivation of teachers in United States of America. Likewise, provision of incentives to educators and trainers help improve access to quality and equity in education as supported by UNESCO (2014).

In Chile, Santiago et al. (2017) in one of the International Organization publication, a plan by the government was administer that occasionally rewarded teachers who had reached retirement age to rest, this was believed that their performance rate has declined and on the other hand, others teachers who were still in service were motivated depending on their subjects of specialization as those teaching Sciences, Humanities and Technical professional programs were awarded differently depending on their performance level.

Research carried out by Bonnici (2015) on strategic management, has defined strategy as a means by which policy is implemented and should provide the opportunity for substantial options in instructional techniques, freedom of choosing what to be planned, and being more accountable so that the input of the teachers can be perceived as observed in Vroom (2000) theory of motivation which states that, individuals are unique and may have a unique source of motivation and the type of incentives will help people be satisfied to improve their performance at work. In Asia, Adao et al. (2015) in their journal on academic motivation among college students with math anxiety argue that education reformers and policymakers have develop some eagerness linking teacher performance to their students' output. An institution that would wish to nurture performance among its employees, can adopt the option of enhancing an employee motivational program (Fryer, 2011).

A study from Baku State explains that, educationally, motivation is a three dimensional structure that is linked to academic success and the process of acquiring knowledge and skills in a set environment. The three dimensional aspects of motivation comprises of; faith that an individual have when planning to take up a given task and the affection that can be either

negative or positive towards the said act (Pakdel, 2013). This has been supported by Rasheed et al. (2010) who emphasized that, for a student to be a responsible citizen, the teacher should take up the role to ensure that they contribute to the quality of educational which will highly influence the learner's behavior. The probability that the teacher will comply with the stated task will highly depend on the level of motivation.

Study carried out in India on teacher performance and motivation in Andhra Pradesh by (Muralidharan and Venkatesh 2011) revealed that incentives given to the teachers help them do significantly better on both mechanical components of evaluation proposing that what the learner attain in a given test is highly influenced by the effort a teacher put in the process of teaching. India has been able to increase the motivational level of the teachers by providing the relevant incentives in form of the real value of teacher income. Conversely, Okurame (2012) expounded that, for teachers, career progression is crucial since it allows them to move up the organizational structure through promotion. Career growth prospect has been viewed by teachers as a motivator in that, when promotion is being done, the employer always considers professional advancement as a requirement. Therefore, most teachers would wish to progress to help them meet the promotional requirement.

Employers' motivational strategies has a comprehensive views as observed by the Africans. Studies done by (Bennell and Akyeamong 2007) and Tanaka (2012) reveals that teachers in public owned school, mostly in growing states have substandard way of rewarding their employees due to job satisfaction, poor incentives, lack of proper care, and other behavioral suction. In Zambia, the education and welfare of the learners hinges on their commitments and their creativity. The government should therefore, be able to provide the teachers with subsequent in-career development, appreciating any substantive work by the teacher and

paying for the services commensurate to the duties done as equality in job remuneration to other government departmental is also considered (Thomas et al., 2014).

While addressing factors that affect teachers' motivation in Eritrea, Mihreteab et al. (2013) included salary, promotion, recognition, working conditions, social status, workload, incentives, class size, students' discipline and parental support just to mention a few. Another research done in Nigeria by Ukpong and Uchendu (2012) on possible influence of teachers' motivational strategies in public secondary school came up with various motivational variables like appreciation, timely salaries, well planned job advancement, in-set training and availability of teaching learning facilities have always influences the learning outcome

In Nigeria, most bodies concerned with education supports that (Okendu, 2012), teachers' motivation and their will to stay in the profession highly lays on varied components which includes the specific area of the institution, teachers' level of remuneration, proper housing, school type, relevant training opportunities, workload per every teacher (Njoku, 2011). Relationship between the school and the community, conditions of service from the employer, promotion criteria, students' behavior, career progression, economic status of the school. This has been supported by studies done in Wa Municipality by Salakpi and Shafiwu (2013); Richardson and Watt (2010); and Saber (2012) stating that teachers' morale is reasonably high when they are motivated.

In Cameroon, Etomes and Molua (2019) did a research on strategies that can help to improve teachers' production and they came out with the findings that, effective team work between the teachers is vital for their effectiveness, they further suggest that principals should use a coherent plan that will enhance proper communication, conflict management, proper care developed from a conducive environment, and proper surveillance to help improve on teachers' productivity.

There is a concern about the quality of teachers and teaching in Tanzania which has a notable collision on teaching outcome that is directly related to lack of motivation among teachers. Studies conducted by Massawe and Kipingu (2000); Mbiti et al. (2018), and World Bank (2012) in Tanzania reveal that the poor academic performance of learners can be caused by lack inadequate planning and low teacher motivation, thus the students in schools where the teachers are motivated perform well.

In Uganda, UNICEF (2017) explains that teachers who are mostly occupied with their personal and family livelihood needs, which includes personal care, are not likely to dedicate their time in professional development activities, and the society will not recognize the little effort their put in their work. A good working environment which includes the school and its immediate surrounding and anything therein plays a very vital role in motivating and creating good working conditions. Some teachers work in an environment that often fails to support them in their duties, leaving them with no option but to force themselves to be at work just for the sake of meeting their daily needs.

In Kenya, Teachers Service Commission is a mandated commission established as a constitutional body under Article 237 by the Act of parliament (2019) to take over all the managerial roles, especially to teachers with TSC numbers. The best direction for improving the standard of the profession and safety of the learners, is clearly stated in the TSC strategic plan for the period between 2019 and 2023 which further translate to strategic focus which, when adhered to by the employer will yield positive productivity on the employees who are the teachers.

Teacher performance can be promoted by the employer who identifies the right strategy as a standard measure of quality and quantity of the result to the teachers' involvement in any aspect of their duties such as, number of students graduating, test results, relevancy in the

labor market, student dropout rates, school working climate, commitment of the teachers in the work and their discipline, if not, the general performance will be low (TSC handbook on Decentralized Teacher Management Functions, 2015).

Most teachers in high schools in Kenya have met their basic human needs. Therefore, Orodho et al. (2014) in their research work support that, TSC should concentrate on providing other motivational strategies that satisfy the development or higher-order needs that can make teachers be resilient in their work. The employer can organize other support that can help retain these teachers in the profession, as supported by Taylor (2013) who proposed that if the administration can offer the required teacher learner support, flowing and manageable programmes, conducive learning environment and adequate remuneration, mentorship, and sponsoring of teachers' for further trainings, then they can work with minimum supervision with high output.

The TSC Act, Kenya (2012) mandates the employer to see into it that teachers who are the employees are allowed to advance their education in relevant areas that can further facilitate their growth in the profession, among other functions which are teacher related such as qualification, experience, job satisfaction and teaching methods all of which must be done following a specifically laid strategy concerning teacher performance (Nicholas, 2012; Mugambi, 2015). In 2017, TSC implemented the 4<sup>th</sup> and last phase of the 2017-2021 Collective Bargaining Agreement (CBA) under career progression. Further, the teachers' employer has implemented the first three phases of the collective bargaining that kicked off in July 2017. As the commission rolled out the 4<sup>th</sup> phase of payment, some teachers had nothing to smile at, since the CBA only captured them in the two phases of implementation leading to the categorization of new TSC salary scales for teachers that have since seen them get

different salaries and allowances depending on their designations. This comes in handy with salary and allowances increment which has seen teachers get motivated.

An evaluation done by Glewwe et al. (2010) stated that a randomized teachers' performance program in Kenya shows that teachers improve their efforts in their work when they are offered financial bonuses after giving regular tests to the learners and specifically to those teachers whose students attain higher scores in a given test. It has also been observed by Martin (2010) that a competitive motivational program rewards only the best teacher; albeit monopolistic program rewards all the best performing teachers. This is an indication that teachers who handle final classes are the ones rewarded when the results are out, favoring just a section of teachers handling examination classes as academic achievement is measured by graduation rate after looking into the percentage of students getting C+ and above.

Recently, most developed countries have concentrated on admittance to education as one of their maximum precedence. Supported by international education agreements such as the Millennium Development Goals, Glewwe et al. (2010) noted that the attempts to increase quality educational precedencies have been extensive and successful. Conversely, in Kenya, not all the learners who enroll in schools usually complete the circle of their education. According to Jacob and Levitt (2003), a potential method to increase students' achievement can be through giving teachers motivators considering the level of individual learner's achievement in relation to the goal that had been set. Though without the evaluation, it can be difficult to grade the most performing teacher so that the administration and other stakeholders may affirm whether the teacher's set targets have been met or not (Aaronson et al., 2007).

To realize the millennium development goals and vision of 2030, Kariuki and Mbugua (2018) explains that, performance in KCSE determines whether there are high or low achievements



from the teachers, a fact that has been backed by (Kafu 2011) who further proved that student academic achievements did not necessarily occur through the teacher performance and that, the repetition rates and student dropout increased and that there was minimal changes seen in homework, assignment, or pedagogy.

Kenyan education system which emphasizes on performance is assumed to lead learners to high achievement as outlined in the sessional paper No. 1 (MOEST, 2016), nonetheless, Kenya's education stakeholders who include the parents' or community, students, non-governmental Organizations, teachers unions, and the government through the Teachers Service Commission initiated different forms of motivation. These strategies of motivation for teachers were formalized upon realization of their needs and importance. To meet the required expectations placed on schools; strategic directions, collaboration, and benchmarking techniques have been adopted but yet still, academic performance remains dismal in some parts of Nyanza Province (Amunga, 2013)

Kenyan TSC Act (2012), the commission designed different units in relation to the duties to be carried out for better management, these includes; directorates unit, divisions unit and other relevant sections (TSC Hand book on decentralized Teacher Management Functions, 2015). Delegation of duties from the central office to the counties levels plays a significant role in obtaining the teaching objectives, thus placing the counties in the frontline in enhancing the central focus of service delivery. If all the required variables are put in place by the employer, teachers will be encouraged and will always like their job at any one given time. Besides the stated variables, the Kenyan government policy goals are well stated in Medium Term Plan 11 (MTP 11) of Vision 2030 and the Sessional Paper No. 14 of 2012 addressing educational reforms in Kenya underpinning teacher management objectives.

Various policies have been employed by the TSC to help coin the overall policy objectives (TSC handbook on Decentralized Teacher Management Functions, 2015).

For effective performance to be implemented in any organization, actions taken to achieve the goals of organizational strategies will help find the best future path to reach the destination which is the Strategic focus, a fact that has been observed by O'regan and Ghobadian (2003) when they reported that if TSC works in collaboration with other management bodies at varied strategic formulation points, needs to be little easier as heads of the institutions and teachers will be quite conversant with it hence will be committed to the new strategy.

A study conducted by (Mwangi 2017) while addressing in Nakuru North established that involvement of other education stakeholders in decision making highly influence their performance at work. Cognizant of the central aspect baited by the teachers and the school administrators regarding the execution of the curricular, then there was need to establish the status of strategic focus in influencing teachers' performance.

Drastic measures should be implemented to enhance motivational strategies that will ensure that teachers within the county are well motivated, failure to which the performance level of the teachers will reduce as reflected in students' academic performance within Migori County. Thus, it will continue lagging behind in comparison to other neighboring counties as indicated by the KNEC, in KCSE order of merit 2017-2019, where averages of mean scores attained by the learners were as shown; Kisumu (61.3%), Siaya (58.9%), Kisii (52%) and Nyamira (49.5%) respectively.

Table 1.1 shows data on students' performance period between 2017 and 2019. From the table it can be concluded that most learners got grades that are below B-.

**Table 1.1: KCSE Examination Results for Migori County in 2017- 2019**

Year	Enrol	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
2017	10902	47	327	781	681	1080	1258	1509	1666	1633	1738	2050	1215
2018	12192	43	316	1040	1014	1391	1580	1683	1881	1757	1650	1930	1520
2019	13578	15	82	723	723	7615	857	1137	1630	2051	2630	1540	1729

**Migori County Director of Education office, (2019)**

Table 1.1 revealed that out of the students' population of 36,672 a period between 2017-2019, an average of 47.7 percent of the candidates managed to get a C+ and above grades in KCSE, and some of the mean scores range between 8.7 and 3.5 in 2019. This is an indication that performance is not the same but varies and is not good enough to ensure that all the candidates can join university every year or be placed in middle-level colleges.

Based on the above premises, research needs to be conducted to explore Teachers Service commission motivational strategies and their Influence on teachers' performance in public secondary schools in Migori County. Table 1.2 below shows the categories of motivational strategies that were awarded to the teachers between the years 2017 to 2019 by the Teachers Service Commission.

**Table 1.2: TSC Motivational Strategies in Migori County from 2017-2019**

Year	Incentives (POYA,TOYA)	Career progression (promotion)	Teacher Management (Guidance and Counseling)	Strategic focus (SMASSE Training)
2017	4	1759	4	103
2018	6	74	3	134
2019	3	56	5	120
TOTAL	13	1889	12	357

**SOURCE: Migori County Director of Education's Office- 2019**

From the statistics in Table 1.2, the strategies being used by the TSC are not being applied commensurate to 3010 secondary school teachers within the county. Efficiency in teachers'

motivation at both County and Sub-county levels should therefore be improved. Teacher management and training programs have been put in place to enhance professionalism and integrity among employees as shown in Table 1.2.

### **1.2 Statement of the Problem**

TSC has obligation to support its employees and provide them with relevant motivational strategies to attain the necessary assistance that will aid in the performance which is highly pegged on student academic achievement. In Kenya, various motivational strategies are applied to help improve teachers' performance and key functions have been decentralized to the regions, counties and to the sub-counties by the TSC to help in the effective implementation of curriculum delivery.

Regionally, counties neighboring Migori County had better performance index from the KCSE examination result as; Kisumu (61.3%), Siaya (58.9%), Kisii (52%) and Nyamira (49.5%) from 2017-2019 while Migori County had 47.7. The motivational strategies as shown in Table 1.2 in Migori County could be one of the main factors leading to students' low percentage pass. As a factors influencing performance level of the teachers leading to lower performance index by the learners, motivational strategies have been addressed by different researchers in to help advance the efficiency and effectiveness in service delivery, yet the level of teachers' performance in Migori County, is still low in comparison to other counties. It is therefore importance to address the TSC motivational strategies that influence teachers' performance in public secondary schools in Migori County, Kenya.

### **1.3 Purpose of the study**

The purpose of this study was to assess the Teachers Service Commission motivational strategies and their influence on teachers' performance in public secondary schools in Migori County, Kenya.

#### **1.4 Research Objectives**

The study was guided by the following specific objectives;

- i. To establish the influence of Teachers Service Commission incentives on teachers' performance in Public Secondary Schools in Migori County, Kenya.
- ii. To determine the extent to which Teachers Service Commission career progression influences teachers' performance in Public Secondary Schools in Migori County, Kenya.
- iii. To investigate the extent to which the Teachers Service Commission's care influence teachers' performance in Public Secondary Schools in Migori County, Kenya
- iv. To establish the influence of the Teachers Service Commission's strategic focus on teachers' performance in Public Secondary Schools in Migori County, Kenya.

#### **1.5 Research Questions**

- i. What is the influence of Teachers Service Commission incentives on teachers' performance in Public Secondary Schools in Migori County?
- ii. What is the extent to which Teachers Service Commission career progression influence teacher's performance in Public Secondary Schools in Migori County?
- iii. To what extent does the Teachers Service Commission's care influence teachers' performance in Public Secondary Schools in Migori County?
- iv. What is the influence of the Teachers Service Commission's strategic focus on teachers' performance in Public Secondary Schools in Migori County?

#### **1.6 Research Hypothesis**

The research question was to further investigate the following hypothesis,

Ho<sub>1</sub>: There was no significant influence between Teachers Service Commission incentives and teacher performance in Public Secondary Schools within Migori County, Kenya.

Ho<sub>2</sub>: There was no significant influence on the Teachers Service Commission's career development and performance of teachers in Migori County Public Secondary School

Ho<sub>3</sub>: There was no significant influence between the Teachers Service Commission's care and teacher performance in Public Secondary Schools within Migori County, Kenya.

Ho<sub>4</sub>: There was no significant influence between the Teachers Service Commission's strategic focus and teacher performance in Public Secondary Schools within Migori County, Kenya.

### **1.7 Justification of the Study**

Research works have been done on motivational strategies with the intention of helping teachers improve on their performance because of their relevance to the teaching-learning process, thus, it's significant to research on the same. Learners in the public secondary schools have gone through a similar standardized exams (KCPE) qualifying them to join secondary schools and the qualification of all the teachers employed to teach these learners are the same throughout the country and Migori county is not an exceptional. All the learners in public secondary schools are allocated equal government education funds through the free secondary education fund hence the disparity in academic achievement of learners from other county should be addressed. Finally, the attainment of learners in different levels in secondary schools within the county has not been up to the standard, despite other relevant factors affecting teachers remaining the same. Therefore, the researcher was motivated to explore the wide gap on the findings of the study which helped identify if TSC motivational strategies influences teachers' performance.

### **1.8 Significance of the study**

The study intended to provide information concerning assessment of TSC motivational strategies that can influence teachers' performance in public secondary schools in Migori County. The findings and recommendations perchance used by the government through the

Ministry of Education, Teachers Service Commission, and policymakers to review and enhance the existing policy. It will also be of help to the Board of Management and the heads of the schools in reinforcement relevant strategies that will motivate the secondary school teachers to improve the internal efficiency of the school with regards to assessment of TSC motivational strategies that can influence teachers' performance. The study's findings will contribute to existing knowledge and shoot attention from other researchers who will further advance investigations in the TSC motivational strategies and last but not list, it will contribute to the most recent writings to the body of information and administration of teachers leading to their effectiveness.

### **1.9 Assumption of the Study**

The following assumptions were made in the proposed study;

- i) Teachers Service Commission has strategies that influence the teachers' performance.
- ii) All the teachers sampled for the study are working in the same geographical environment and handling learners with normal abilities.
- iii) Teachers' performance is resolute by the degree of motivation leading to students' academic achievements.
- iv) TSC motivational strategies are equally applied to all the public secondary school teachers without biasedness.

### **1.10 Scope of the Study**

The research assessed the TSC motivational strategies and their influence on teachers' performance in public secondary schools within Migori County, Kenya. Collection of data was done within two months, from October to November 2021. The study was done in the 10 sub-counties within the county's geographical coverage. The main respondents were education implementers who are the TSC teachers and have served in the specific schools for

not less than five years, key respondents were the principals who are the policy executors, and the TSC Sub-County Director of Education who manages, monitor, evaluate and report on teachers' performance as the major agents of TSC within the sub-counties. Study instruments were specifically three; questionnaires, focus group discussion (FGD) and interview guide.

### **1.11 Limitation of the Study**

Due to expansiveness of the county and geographical reasons, data was collected from the sampled specific teachers within the county, principals, and TSC Sub County Directors of Education only, though, other educational stakeholders including the parents and students would have been of help to the study. The rating means to show effectiveness was limited to the use of T-test analysis which gave a p-value of .000 that rejected the null hypothesis and accepted the alternative hypothesis. Despite other strategies that can influence teachers' performance, the study specifically employed TSC motivational strategies.

### **1.12 Theoretical Framework**

Theorists have tried to investigate what motivates an individual to perform a specific task and diverse methods have been theoretical resulting in several theories related to motivation. Despite many motivational theories, the Expectancy theory was used to guide the study.

#### **Expectancy theory of motivation**

The expectancy theory of motivation developed by Vroom (1964), postulates that people are motivated to put more effort when they know that there is an association between the efforts put, the performance achieved, and the outcome/reward received. The expected significances of ones' behavior will highly influence that person's level of motivation. Beforehand, a person should relate the effects of an action and then performance in the right way that can lead to the best chance of achievement and at the same time, be most rewarding.



A review of the theory was later done by Vroom, (2000); Lawler, (2004); stating that, motivation is an action that controls choices between optional plans of activities, and managed by one's own decision. In their option of work choice, employees can rely on the following three factors as reviewed by Porter and Lawler, (2006) as; valence which is the grade to which the predictable is striking or uninviting, instrumentality is how much one believe that agreed extent of performance will control the objectives of a positive results and the expectations which is the scope which an employee contemplates that when done with the necessary endeavor, to attain the desired outcome (Beardwell & Claydon, 2007). In relation to the study, TSC motivational strategies can be the effort put forth to get the teachers to perform by teaching effectively when they get to know that with good student academic performance they will be rewarded.

Studies done by Zhou and Volkwein (2004) and Daly and Dee (2006) employ that one can be attracted towards a goal if there is a good connected mentality between efforts (E) and performance (P). The result of a good performance will lead to a prudent reward (R). As applicable to this study, the effort (E) is the Independent variable used by the TSC which includes: incentives, career progression, teacher management, and strategic focus. These variables when carefully manipulated by the TSC will bring about performance by the teacher (P). With improved performance, reward (R) which is the student's academic achievement will be realized (Daly & Dee, 2006).

Vroom (2000) explains that the key construct in this theory includes valence, expectancy, and instrumentality. Valence can be the forte one puts on a specific reward or outcome. For example, if a teacher strongly wants to be promoted, then they will develop a high valence towards career progression. They will seek to get other avenues that will help them be promoted like going for further studies, improving their level of performance, or seeking to

go for the available in-service training because they will be expecting improved pay or pay rise. The teachers can also opt to do extra coaching/teaching to get good results from the learners so that by the end they can be given incentives that include certification and other awards offered by the TSC for best-performing teachers.

Expectancy as a factor: is the probability that a given act or effort would clue to a specific performance. For instance, a teacher may not be a 100% sure that the strategic focus given to them as stated in the TSC Educational policies (2015), will be met since this depends on several factors beyond their control. When the teachers are well managed by their employer, whereby dissemination of wellness policy is enhanced, counseling services are established and establishment of counselling centers for HIV and AIDs are encouraged, then they may perform to get good results. Expectancy is thus, an effort or performance probability. (TSC, Handbook on Decentralized Teacher Management Function, 2015).

Instrumentality is also the likelihood that performance would clue to the outcome. This depicts that, the incentives would be given to the teacher or promotion given to a teacher only if the students' academic results are out and are positive. Thus, when the duty has been consummated. Hence, positive student performance would influence the teacher making him or her finish the tasks on time (UNICEF- Uganda, 2017). Teacher management department are assigned the relevant roles depending on their qualification and by ensuring that their social welfare is catered for by the employer will be instrumentality assumed to lead to high performance.

The three variables that include, students' discipline, addressing of learning content and outcome, and lastly, syllabus coverage should be held high in estimation to imply motivated performance choice, as supported by Beardwell and Claydon (2007). The rating of the variables in study will influence their rating level. In case any of the variables slant towards

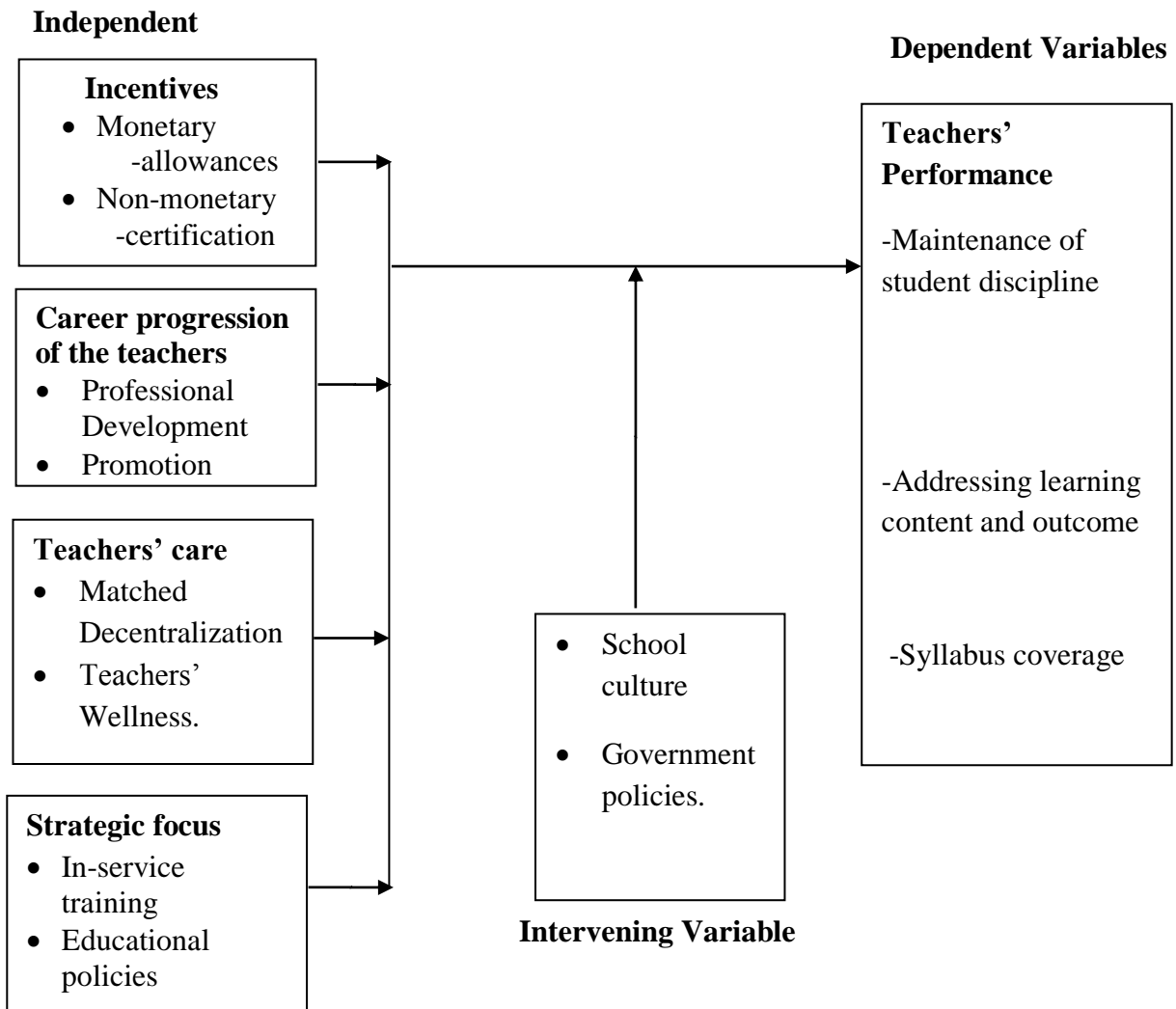
the level of zero, then there is a possibility of the motivation level also touching zero levels. Al Tayyar (2014) in her study supports the above-stated idea by noting that whenever the three parameters thus, valence, instrumentality, and expectancy are high, motivational level will also rise. Moreover, whenever an element lacks in the process, then the motivational level will be zero.

Research done by Etomes and Molua (2019) on strategies for intensifying the Productivity of the teachers, employed a similar theory thus expectancy theory in their study and point out that, teachers cannot give what they do not have, thus the effort and their production is a resolution of the effort which encourages serious assessment.

**Critique of Expectancy Theory.** The theory does not identify an individual and the situational dissimilarities but the worth placed on different types of benefits which differs depending on specific practices in varied schools and emphasizes inner ascription and workers who assume they have monopoly on their behavior and the school, hence, the theory cannot be generalized to all teachers (Hellriegel & Slocum, 2007). For example, one employee prefers career progression to incentives, while the other person prefers just the converse. The valence on the other hand, varies from one condition to another. Even though the theory has been criticized, it clarifies why a section of teachers applies low level of effort in teaching yet they are supposed to work just like any other teacher (Robbins et al., 2009).

### **1.13 Conceptual Framework**

The conceptual framework (Figure 1.1) that displays the interrelationship among various factors thought to be Teachers' Service Commission motivational strategies that influence teachers' performance and further give a thoughtful of the relations of the variables indicated.



**Figure 1.1: Relationship among Independent, Dependent and intervening variables.**

In Figure 1.1, the variables used in the framework were three which included independent, intervening, and dependent variables. Independent variables were; incentives which can be in monetary forms like the allowances offered by TSC and non-monetary allowances which include certifications, Career progression of the teachers done inform of promotion and professional development, teacher management weighted in terms of matched decentralization and teachers' wellness. Last but not least, the strategic focus offered through in-service training and educational policies as close supervision is done to the teacher who further confirmed that quality teaching is done.

The dependent variables were; the maintenance of students' discipline done by the teachers to instill discipline in learners and enhance competencies for educational development (MOEST, 2016). Secondly, addressing learning content and outcome; can be done by in-set training of teachers to help sharpen the individual teachers' skills (Fryer, 2011). Syllabus coverage should be supported by quality and good programming, adequate pay, employer's positive support amongst others which are also referred to as the aspects of job performance as stated by Taylor (2013).

The framework postulates that the school's cultural background and government policies are the intervening variables. In this study, school culture determined how the school administration and the parents carry out their routine activities in relation to teacher motivation as stipulated in the TSC regulations. Government policies identify how teachers' motivational strategies are usually done every year or as planned by the TSC. While the government is responsible for motivating and giving guidelines on motivation, challenges can arise in late transmittal of funds which comprise opportune awarding of teachers and the procurement of teaching equipment, hence the school cultural practices can be considered.

#### **1.14 Operational Definitions of Terms**

**An administrator** is a person whose job is to manage and organize the school affairs also referred to as a principal.

**Academic Achievement** refers to the student's performance in the summative assessment depending on the marks secured after an evaluation. (The total marks earned by the students are considered as an academic achievement by the student). Also refers to as academic performance

**Allowances** are monetary compensation paid to a teacher in addition to salary.

**Board of Management** is the representatives chosen by the County Education Board to provide specific direction to the learners, teachers and the community for effective running of the school and to oversee all the school programmes in the best way possible.

**Career progression** refers to the process of climbing the ladder after undergoing training during one's working life where the teachers embark on training away from his/her work area for a period of time which can be more than one year. The process can be implemented by, sponsoring teachers to go through professional development, after which promotion is done with an increase in monthly payments.

**Environment** is the total neighborhood of a learner, comprising of both living and non-living things that enhances the growth or stagnation of a learner educationally.

**Government policy** is any cause of action by the government which intends to change or manage a certain situation in a learning institution.

**Incentives** are stimulus offered by the TSC that motivates or encourages teachers to do more of whatever is required and includes monetary and non-monetary awards.

**In-service Training** refers to the ventures which teachers participates in to sharpen their professional realization and new expertise undertaken within a short period (less than one year) to help improve the teachers' performance Also referred to as in-set training. TPAD can be categorized as an example of in-set training.

**Job description** is a written document that describes the general tasks or other related duties and responsibilities that are supposed to be performed by people in different positions. The duties can be informed of checking on students' discipline, addressing learning content and outcome, and covering the syllabus in a specified timeframe.

**Learning contents** are topics, themes, sub-themes and aims usually contained in each learning area which form the basis of the main activity in a school that is supposed to be addressed by the teacher.

**Motivation** refers to the process of stimulating the teachers to the action of discharging their roles in schools to accomplish the goals.

**Motivational Strategies** are the tactics, techniques, or approaches such as incentives, career progression, teacher's care, and strategic focus that can be used to stimulate the teachers to spur the academic achievement of learners.

**Promotion** is the increment from one's job scale to another leading to increased remuneration.

**Student discipline** relates to the action taken by a teacher toward a student when the student's behavior can interfere with his academic achievements.

**Strategies** are the plans of action designed to achieve a goal.

**Strategic focus** is the plans or pathways that influence performance that needs to be implemented for one to achieve the educational goals. They include in-service training and educational policies.

**Sub-County Director of Education** is the officer appointed by the commission to perform its function at the sub-county level.

**The syllabus** is a summary of what should be covered in a year (form) of study.

**Targets** are measurable performance levels or changes in presentation levels to be achieved within a given period of time.

**Teacher** is a guide or instructor who supports students to acquire knowledge, competence, or virtues through curriculum implementation which leads to student academic achievements

**Teacher Performance** denotes the effort impacted on students' learning as initiated by the teacher through student academic achievement in the scores attained after an evaluation, student discipline and observed acquired skills and practices offered to the learners.

**Teachers' care** is the search for the best possible match amongst the employees and the needs of the teachers in terms of their well-being and the good working environment provided by the employer.

**Technical skills** are the methods, abilities, processes, techniques and practices required by the head of the institution to ensure that the teachers are kept focused and motivated in their work place as they perform their duties.

**Wellness** is the action of practicing healthy conducts to help acquire holistic growth of the teacher thus, physical, social and mental well-being, all of which can make them perform as required by their employer and be relevant to the community.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Chapter two presents a review of related literature. Teachers' failing to perform as required and making learners not being able to produce the best result in KCSE has been a major concern for both the employer and other education stakeholders. TSC came up with strategies and other factors that focus on teacher's competencies, that should help address the level of teachers' performance. The literature will be reviewed on the study objectives such as Incentives, career progression of the teachers, teachers' management, and strategic focus, all concerning teacher performance.

#### **2.2 Incentives and teachers' performance**

Incentives are man-made tools introduced into the teaching systems with the main aim of enhancing and promoting the activity of the learner to higher levels. In other organizations, it is the items or actions provided in an exchange for an employee's services (Muralidharan & Venkatesh 2011). A study done by Ozoemena (2013) in Nigeria, defined the incentives as the physical and immaterial prizes that should be availed in the school system to help trigger productive effort by the teachers. He further categorized these incentives into two; thus monetary and non-monetary incentives.

Study done by Morlaine and Lockheed (2014) expounded that incentives in schools motivate teacher's behavior leading to improved students' learning ability and rewarding of teachers who portrays the desired behaviors or whose students show improvement in the actual learning. In relation to the study in question, teachers can show a lot of interest in teaching as a way of being seen as committed and dedicated person just to get a reward or to avoid something not pleasing in return (Kendra, 2010). These findings are quite different from what

this study intends to investigate in that, the current study views incentives as just one of the motivational strategies which is directly related to the motivation of teachers to help learners produce the best results.

Studies done by Fryer (2011) explains that, some states in United States of America have embarked on statewide programmes for smaller divisions to help give both individuals and group incentives to specific teachers to help improve student achievements and growth and many more individual schools have executed similar plan of action. For this particular study, motivation was pegged on every teacher regardless of the school category.

While researching on incentives in teaching by Yuan et al., (2012), there are different views on the impact of financial incentives for teachers. For them, this has worked well in developing countries while on the other hand, developed countries tend to show positive response towards positive effects than negative. This study does not only view financial incentives as the only source of motivation but also views certification as one of many forms of motivation.

### **2.2.1 Monetary Incentives and Teachers' Performance**

Monetary incentives are types of incentives that satisfy the employees by providing them with money, which fulfills both psychological, security and social needs (Ozoemena, 2013). For this study, the monetary incentives include the allowances offered by the TSC to its employees. Different categories of incentives have been identified, these includes; compensation incentives which are known as financial incentives. This focuses on psychological needs of the teachers which may be monetary like basic pay, pension and others. Similarly, non-monetary benefits related to performance and finally, accountability pressure which focuses on managerial and client feedback including job stability (UNICEF, 2017).

Provision of incentives to educators and trainers who are powerful agents of change for implementing Education for Sustainability Development (UNESCO, 2014) will help seek enhancement of accessibility to quality and equity education leading to the overall standardized education system (Richardson & Watt, 2010). As a motivator, Jacob and Levitt (2003) argues that an effective incentives system carried out in any institution is one that achieves the psychological principles of tying motivation and recognition to performance. As per this study, the motivational strategies should be offered by the employer in equal measures without considering an individual teacher's job group or institution.

When an institution wants to nurture productivity among its employees, one option available is to enhance an employee motivational program which can be done by giving incentives, targeting all teachers as the performance of an institution is a combined effort amongst the parents, teachers, students, and the government as the incentives can be considered the driving force that encourages teachers to concentrate on their work, making their learners achieve good results or grades (Clark & Schroth, 2010). Study done by Komarraju et al. (2012) affirmed that when an individual succeed or fail in a particular task then, whatever happens is related to rewards or punishments that come from outside the work or the person themselves. Further findings from the same study confirmed that with encouragement and nurturing of teachers' motivation and achievements when interpreted within the context of educators is of great help.

When the medical allowance offered by the employer is not sufficient to cater for all the teachers' medical bills, they will get demotivated and that is why Andrew (2019) in his study on teacher preference, working conditions, and compensation structure, found out that teachers would prefer that they get a pay rise in their health insurance premiums just like the increase in their salary. Medical allowance as one of the incentives offered by the TSC to its

employees is one of the motivators that the study tends to look into to help find better solutions on how best it can be handled.

A study done in the USA by (Imberman 2015) looked at how effective financial incentives are to the teachers by expounding that, if they are appropriately designed, they can be productive and if not they will be unproductive. The statement has been supported by Fryer (2013) who further explains that in United States there is higher performance in both public and chartered schools which offers financial incentives to teachers who excel in their work increased by more than 40% from 2004 through to 2012. In Kenya, there has been laxity in how the incentives are offered to teachers which the study found out. The allowances are part of the incentives offered by TSC to all teachers depending on their work station, job grades, enrolment of the learners, and types of learners being handled. These allowances include house, medical, commuter, and annual leave allowances. Other allowances offered on application include hardship, special duty, readers, interpreter, transfer, and hardship allowances (TSC-Kenya Collective Bargaining Agreement, 2012). In line with the above-stated incentives, the study will further seek to identify other allowances offered by the employer to the teachers themselves.

Research done by Al Tayyar (2014) in Saudi Arabia amongst secondary schools on job satisfaction and motivation, found that most workers centers their interest on incentives inform of finances and social standings as a way of remuneration. Workers attitudes and behavior can highly be influenced by the amount of pay they get as their salary. So, employees must set pay at a satisfactory level. This is quite different from the current study which has been done in Migori County, Kenya where we have different tribes with a varied cultural background which further translates to communal social standings.

In the Philippines, Cabral (2010) in a publication from the department of education clearly explained that teachers are expected to receive a bonus amounting to P3, 000 each, in time for the anniversary of the Department of Education as a form of incentive. When the teachers' personal needs and expectations are satisfied, they will be highly motivated making them more productive in their work as the ultimate goal of every teacher is to see into it that all learners achieve a better grade (Mulvahill, 2019). A report given from South Eastern part of Asia on Education for All (2015) identified the functions of a teacher and then gave their view that, offering regular promotions and adequate pay are other ways of enhancing the educational development plan (Jeradechakul, 2011). The study was carried out in Asian public and private secondary schools, which is a well-developed country as compared to Kenya.

Teachers' pay in the African countries surveyed by Dalton et al. (2019) in Ghana and Uganda were found to be at the bottom of the global pay scale with the public percentage of salaries being much lower than in other countries such as India. This statement has been echoed by Nick and Nataha (2019) when they argued that teachers' salaries have not kept up with the rise in the cost of living over the past two decades, exacerbating day to day worries surrounding housing, transport, daily expenses, and medical bills in developing countries. The study employed sociocultural theory to get to the findings while the current study employed the expectancy theory of motivation to arrive at its findings.

Servants are entitled to various incentives packages and the most identified one includes; housing and car loans, free and timely medical services, early payment of pension and gratuity depending on the grade of the teachers as discussed by Ozoemena (2013) in a study done in Nigeria. When the teachers acquire the above-stated incentives, their satisfaction level will rise thus enhancing their contentment.

In Egypt, Abd-El-Fattah (2010) when addressing the pay effects increase longitudinally, job satisfaction of the teachers, found out that pay increase did not influence Egyptian teachers' level of job satisfaction; they still developed negative attitude towards their profession. Goodman and Turner (2013) has supported the above statement by stating that Incentives should be based on numerous results where students' academic performance is among the various matrixes which the study tends to find out.

A study done in Tanzania indicated that teachers' motivation comes from better pay as any other worker, though whatever they get currently is quite discouraging because it is not even enough to meet all their monthly expenses. As a result, the teachers put themselves in low class because of low standard of living. Therefore, enhancing the salaries to be paid to the teachers and other remuneration as the best strategy for enhancing standard of pedagogy (Ndijuye & Tandika, 2019). The current study has been done in Kenya, specifically, Migori County, which borders Tanzania.

A publication done by Asiago et al. (2018) while researching on quality of education found that, before a teacher is inspired to meet his/her inherent requirements, the basic needs must be acquired by enough payment, incentives on performance, gratuities; providing teaching-learning materials and higher-order needs. It is therefore very important to see into it that teachers are motivated not only through monetary but also through non-monetary incentives. Salaries of teachers are decided on by the TSC and teachers' do not often enjoy higher income similar to employees with the same qualifications in other government parts, hence there is need to look into teachers' remuneration.

With the new Collective Bargaining Agreement (CBA) having been put into effect as promised, teachers' interests and needs can be viewed keenly with the new TSC allowances. These allowances make teachers rejuvenated with zeal for high performance and attend to

their core duties with very minimal interference (TSC-Kenya Collective Bargaining Agreement, 2012).

### **2.2.2 Non-monetary incentives and Teachers' Performance**

Ego and self-actualization needs of the employees can be satisfied by non-monetary rewards that cannot be, weighted financially. They include certification, security of service, good physical working condition, and suggested schemes by the employer as explained by Ezekiel-Hart (2012) in his study done in Nigeria, which was also supported by Okendu (2012). Many a times, consistence incentives have been the source of the things that motivate teachers to achieve their goals and objectives; these incentives could include professional rewards and accountability pressure. Professional rewards comprises of strategies outlined to energize the increased level of motivational desires as it is directly linked to the teachers' recognition and prestige in the learning environment (Vegas & Umansky, 2005).

A research in the context of performance-based compensation by (Glass 2011), on the influence of teacher motivation found out that, non-monetary incentives include activities such as thanking employees, praising or presenting employees with certificates of achievements, reward incentives which include items such as gifts, appreciation incentives such as school parties and celebrations. For this study, the researcher investigated motivational strategies that influence the teachers' performance and not look into performance-based compensation. Some teachers are demotivated due to the disrespect of their profession by other society members. This is because of the lower standards of teaching placed by the community and increasing demands on schools from society as stated by (Bennel and Kwame 2002).

Research done by Barasa (2015) revealed that when teachers' names are mentioned as top performers, they feel proud and motivated and would always wish to perform even more

better. Conversely, some teachers would wish that teachers who don't perform are fired failure to which the performers get demotivated. TSC Act, (2012) explains that, teachers who violate the code of regulations will disciplinary action. Even though, firing of non-performers is one of the most demotivation actions a school can take or fail to take. The current study did not look into students' improved academic performance but it was majorly, on teachers' service commission motivational strategies and their influence on teachers' performance.

Incentives should be aligned with multiple outcomes that are both objective and subjective based on credentials and experience as explained by (Imberman 2015) who further concluded that the returns to experience are limited and that credentials have little impact on students' performance. Nonetheless, teacher quality is very key. Certification as an incentive has also been implemented in many other countries including Denmark, India, Israel, Kenya, Hungary, and Norway (Dee & Wyckoff, 2013). The main focus of this study was not based on certification, therefore the study sought to find out the influence of motivational strategies where certification by the TSC is just one amongst many other strategies to be studied.

In Ghana, Richardson and Watt (2010) in their research found that the provision of incentives for teachers is an essential element of the free policy, which seeks to improve access to quality and equity education, which helps in current and future directions in teacher motivation. Reporting on his study on the teachers' level of commitment, Olurotimi (2015) explains that to enhance commitment, teachers should be well remunerated, attainable through immolation of benefiting the best performers. He further states that pension packages of teachers should be enhanced and paid in lump sum and monthly appropriately. This will give teachers a sense of security in their old age and as a result, they will remain focused and dedicated to work. This study is almost similar to the current study because they are both carried out in Kenyan public schools but the difference is in the topics studied as one is



majorly on general motivational factors while the current study is specifically on motivational strategies from the employer.

With little chance for performance-based promotion, Kenyan teachers' allowances are determined by their education and experience, which appears to create a system where there are no incentives to teach effectively (Martin, 2010). Though current government is coming up with the idea of looking into performance contracts based on recognizing the achievements of teachers (Njuguna, et al., 2012), the current study tends to find out why despite the high experience and education level, the motivational level is yet to be affirmed whether adequate or inadequate with the specific teachers' performance.

According to Lussier (2013) teachers are the pillars of the general school success and failures. Their commitments at the job are the breakthrough for the success that comes as a result of giving them incentives. Teachers Service Commission should, therefore, invest their expertise in upbringing teachers who are commitments in their job (Manzoo, 2011). The current study was not based on leadership skills in gauging the teachers' performance but looked into what drives the teachers to perform to produce the required results from the students. From the discussions, most studies have been done to address the effects of both monetary and non-monetary incentives on teachers' performance.

### **2.3 Career Progression and Teachers' Performance**

As employees move up the organizational promotion procedure, career advancement is a crucial authority of motivation for them. Employee's endeavor to be heavily involved in the company and career activities increases. (Smollin, 2011; Lunenburg, 2011; Ballout, 2009). Cognizant of the central place of education in the national development, the government continues to invest heavily in education.

Article 237(2) and 237(3) of the Constitution of Kenya assigns the Commission broad and expanded directive to appraise the principles of training and education of teacher trainees, evaluating the number of teacher shortage and informing the employer on issues relevant to job. This document is therefore very important to the educational stakeholders as it helps in giving direction on who should be the best teacher by portraying the best skills through talent display as an interference that yields long-term rewards, particularly to the learners who came from a family facing so many challenges in life. These learners who are economically challenged are the majority in public secondary schools within the county as found out by Ahonji and Richard (2011).

This study done by Ahonji and Richard (2011) draws on data from three large national surveys where longitudinal study of the high school class of 1972 were used yet on the other hand the current study seek to get its findings from the 341 teachers, 81 principals and the 10 TSC sub-county directors of Education. TSC Act (2012) facilitates instructors in the teaching service for advanced career advancement and professional development not leaving out the employment of heads of the institutions. Therefore, if the content of this document is not properly interpreted in a normal learning environment, then the output of the teachers will be very low.

Career advancement is a vital source of inspiration to teachers as supported by Okurame (2012) who related it to moving up an organization hierarchy through promotion. As teachers view career growth prospects as a way of being motivated in school, and enhancing their monetary safety, the employer at times view it as a way of supply strain and employee competitive procedure. This has made the teachers be demotivated as a result of poor payment and inactivity in one job group.

### **2.3.1 Promotion as Career Progression**

Teaching makes up a large proportion of employment in the education sector and the most literal form of career progression in teaching comes by moving to roles with increased leadership responsibility. Promotion attributes to a procedure where the internal pleasure is prompted by continuous upgrading over time through salary increment and higher level of responsibility as expounded by Motoke (2011).

Moving from classroom teaching to administrative positions allow you to take charge and ensure continuous improvements for a greater population than just the students in your own classes and being a head of department as expounded by (Kerwick-Chrisp and Schuette 2017). In the TSC Act 12 of 2012, there is a clear elaboration on promotion of teachers which is based on existence of available positions as obtained from the relevant data bank approved establishment.

The TSC Act of 2012 facilitates Career progression and professional development for teachers in services which includes appointing them to higher job groups and monitoring their conduct and performance in the teaching service. This comes along with an increase in salaries. Though, to some extent, Nick and Nataha (2019), Teachers' salaries have not been enough to cater for the rise in the cost of living over a period of time now leading to unsettled worries on the cost of house allowances, transport, daily expenses and medical bills in developing countries as expounded.

Study done by Emenika (2011) as quoted by Ndijuye, and Tandika (2019) focusing on the factors influencing teachers' performance in Nigeria, observed that continuous promotion of teachers enhanced their spirit of good performance than those who had stayed for quite a while in their current grades. This point has also been supported by Nyakongo (2015) when addressing the influence of motivation on teachers' performance in Homa-Bay County, while

the current study was done in the whole of Migori County specifically addressing TSC motivational strategies.

A study carried out in Tanzania by Ndiujye and Tandika (2019) clearly indicated their view on recognition of teachers as a way of appreciating and recognizing their effort on work done. They further states that, motivating teachers includes both enhancing their salaries and even acknowledging the best performers in the actual at different levels of learning as echoed by (Tao 2013). If teachers are not recognized, some of them will feel inferior towards their fellow teachers and even to the community who are part and parcel of the school. On the contrary, the current study done in Kenya will be looking at the motivational strategies.

A survey done by Langat et al. (2019) on motivational factors and their influence on students affirmed that, the process of promotion if not systematically done at a specific time, teachers' apathy will rise which will further translate to them not taking up the assigned duties. He recommends that internal promotion should always be encouraged and done by the school management as it also motivate the teachers. Emenike (2011) in his study also support the above view. The current study did not only looked into rewarding a section of teachers through internal promotion as done by Langat et al. (2019) but the entire population of teachers who have TSC numbers.

Promotion of teachers' is done in line with teachers' performance appraisal report which forms the major functions of the Teachers Service Commission in relation to the pleasant payment plan, includes: promotion to higher job group and deployment to position of higher authority such as head of department, deputy headship and headship (TSC Act, 2012). The appraisal report guide and support the supervision and regularly check on the performance of teachers at the institutional level in curriculum implementation (Lenairoshi, 2017: T.S.C code

of regulation, 2012). This study will look into promotion which is usually based on years of experience and the level of education attained.

In their study, Olurotimi (2015) found out that promotion and commitment to work were statically and significantly related. They further observed that teachers' absenteeism is rampant, dedicated time for actual teaching is limited and teaching exercise are considered by little energy with heavy dependence on outdated teacher centered practice. On the other hand, the current study basically focuses on the motivational strategies provided by the employer.

The implementation of schemes of service in 2010, resulted in promotion of few teachers as compare to the total number which qualified, only nine thousand three hundred and seven secondary school teachers out of over twenty thousand applications were successful leaving out many stuck in the same job group (Njuguna et al., 2014). 2017-2021 collective bargaining agreement suggested a salary increment in four phases as per the various job groups, TSC then promoted 16,152 teachers following successful interview conducted in 2020 and February 2021. Those promoted were not only promotion to the next job groups but appointed to fill the various administrative vacancies in schools (TSC Salaries and Grading System for Teachers, 2021). In this study, the schemes of services are not regarded as one of the motivational strategy.

Without motivation towards the assigned task, an individual will achieve neither satisfaction nor better result of the effort. Keeping this significant importance of motivation as a priority, several schools have made several efforts to attract and retain right teachers in the right classes (Shah & Paudel, 2018). Low engagement of the teachers translates into lower retention of the learners due to inconsistency of the teacher, greater absenteeism of both the teacher and the learners will lead to low productivity, a view that has also been observed by

Barasa (2015). For this study, it's specifically the teacher requiring motivation for the best outcome.

The production of motivated personality and efficient instructor is the duty of the employer. Considering different factors related to how teacher are trained, teacher deployment and professional development policies, the caliber of teachers required in high schools will be employed (UNICEF-Uganda, 2017). Some researchers such as Achoka et al. (2011), Mkumbo (2011) and Mhozya (2007) affirmed that teachers were not happy with the promotional procedures and more pay did not motivate them neither, a fact that has been supported by Abd-El-Fattah (2010). In Botswana, the majority of teachers felt demoralized by the poor remuneration procedures and the opportunities available as narrated by Monyatsi et al., (2012) thereby making them have no value towards promotion in relation to students' academic performance. This study has not only gotten opinions from the teachers but from the principals and the Teachers Service Commission CSO.

As much as promotion is viewed as a motivating factor, Ndiguye and Tandika (2019) in their research found that, teachers promoted with poor grades, rarely perform as required and this is what is happening in most community secondary schools. They further state that, teaches are underperforming due to lack of motivation such as prompt promotion. Syllabus can be covered even by low grade teachers who are always in a hurry to complete the syllabus not considering the lesson content and the outcome. Lack of promotion undermines the need for the continual career progression. The Kenya Union of Post Primary Education Teachers (KUPPET) questioned the value of strengthening of Mathematics and Science in Secondary Education (SMASSE) noting that the programme does not earn merit during promotion (Nick & Nataha, 2019), therefore promotion must be well designed if they are to be effective to the relevant individuals.

To help curb the challenges of the 21<sup>st</sup> century, Adgoy (2019) suggest that, Kenya requires knowledgeable and skilled leaders with technical skills who can be able to provide professional direction to help enhance a high level of effectiveness, self-confidence and enthusiasm. The government has allocated 20% of the yearly budget with an expectation of having good returns in the education sector (Kihumba 2017) a view that has been echoed by MOEST (2016) noting that, Education for Sustainability Development (ESD), allows every person to acquire the knowledge, skills, attitude, and values that are necessary to shape a sustainable future that motivates and empowers changes in the learners' behavior and enhance competencies for sustainable development.

TSC should find the best way of promoting all teachers who have stagnated in one job group just like the steady progression of other departments with people who possess similar qualification and experience. It is clear from different surveys carried out that career progression and development are some of the basic reasons as to why teachers exit or stay in their teaching profession.

### **2.3.2 Professional Development and Career Progression**

Professional development is a continuing educational skill and acquisition of knowledge attained by going through a learning process to help one have more insight on what they already know. It can be done either in a formal way thus in an institution of learning like a college or informally when any learning opportunities arises (Amadi, 2010; Charlotte, 2021). It is a requirement for all teachers to continuously upgrade their training to sharpen both pedagogical and administrative skills; this can be done by the government sponsoring a teacher to go for further studies or the teacher sponsoring him or herself for the same. Watene et al. (2020) while researching on the influence of teacher professional development on student performance stated that, teacher professional development ensures improved

academic performance as it guarantee expertise in the actual teaching as well as scholarly excellence among teachers' educators which enhances their consistency in different areas of specialization and in curriculum awareness.

Professional development helps in improving teachers' preparedness as they attain insightful knowledge on what to be taught in various subjects which improves their confidence in teaching and also make students get the required knowledge which is translated to the national goals of education (Morki 2012). The whole concept is improving the teachers' effectiveness in classroom. Studies done by Charlotte (2011) in North Carolina on the importance of professional development for educators affirmed that when teachers undertake the course, it can help the educators discover new ideas and teaching strategies that will help suit the needs of the learners. Through this, they will be able to plan their time better and have expanded knowledge in different subject areas. This is because, the more knowledge and industry insight he or she will gain. This study is quite different from the study in question which is carried out in Kenya, found in Africa which is one of the third world countries yet to meet most of the learners needs.

The stagnation of teachers in a particular job group even after going through professional development courses may cause dissatisfaction leading to reduction of teacher performance, reduced devotion to the organization, and even worse, employees departing for better opportunities (Muchanje et al., 2016). The principals of the schools should therefore take the front banner in prioritizing the professional development of the teachers by providing training time and giving permission for it to take place (Berube, 2010). From the discussion, the principal may give permission for the required time for training but if the teacher is not financially steady, which the current study wish to establish, they will not pursue the training.



In Nepalese, government schools have failed to get motivated teachers towards their assigned job even though various incentives have been explored and provided to the teachers in public schools as compared to those in private schools (Shah & Paudel, 2018). Lessons from Shanghai, Finland and Korea indicates that Teacher development and their association with other teachers are some of the backbones that can be used in retaining effective teacher in their education system UNICEF- Uganda (2017). In the rice of emerging issues, Jonyo et al. (2017) explains that, emerging issues, require more funds to help address teacher deficits which will help in making the profession attractive and enhance retention of well trained staff. The emerging issues differs from one region to another and also influenced by economic level of the affected individuals. So, the current study was done specifically in Migori County.

While carrying out a study in America, Janice (2013) found that a resilient teacher can be able to perform and make the learners excel in their academics, by being deeply committed, being optimistic, have positive relationship with the learners, be able to control events and be very flexible. To retain such teachers in the profession, adequate preparation programmes, organized through the administration, good working environment, and other relevant issues must be improved. For the stated conditions to be meet, there must be a cohesive working environment between all the education stake holders, therefore the current study has majorly focused on the school culture and the government policy that controls all the undertakings in the schools to fill the research gap.

In a study done by Kini and Podolsky (2016) using a research method referred to as “teacher fixed effects” that allows researchers to compare a teacher to herself over time as she gains more experience indicated that, teaching experience is positively associated with students achievement and gains throughout a teachers’ career. They further stated that in the initial

years, teachers gain higher experience which progresses as they continue staying in the career. Therefore, more experienced teachers confer benefits to their students and the school at large.

Kenya, being one of the developing countries advocating for the best education system, aims at attaining the millennium development goals. According to TSC Act (2009), secondary education should help a student achieve national goals and aspiration that will lead to a more sophisticated labor force for knowledge based economy. Excellence secondary education is crucial in building an optimistic future for individual and the economy. Being a modified way of teaching the best content as part of the TSC vision, will be a night mare If not well delivered as great vision without great people is irrelevant (Nzomo, 2017). In the current study, the subjects being taught in secondary schools do not all address the issues of national goals of education taking into account that these subjects are optional, but the specific study in question addressed learning contents and outcomes.

The high-quality teachers has been described by UNICEF- Uganda (2017) to be those who classically show the features of resilience by originating meaning from their effort, seeking connection with other educators and learners from other schools that tend to perform better academically than them. This can be done through organization of bench marking or attending the symposiums or even organizing for mock examinations between different schools. They can also build self-efficacy and commit their own personal wellness and growth for the benefit of their learners by taking time to do extra coaching or organizing for tuition for them to clear the syllabus (Gu, 2014).

The Director of Education in Kenya while addressing the members during the closing ceremony of SMASE Secondary National Inset Batch two at CEMASTE A renowned that the exercises are meant at attaining vision 2030 and the 21<sup>st</sup> century teacher, being a scientific

master, cooperative, adoptive, a continuous learner and able to support the other profession since the goals of the teacher is to impart knowledge (National In-Service Education and Training, 2018).

Job dissatisfaction or demotivation may culminate to absconding of duty, aggressiveness and sometimes developing immoral behavior towards the learners and fellow teachers, early exit from the job, general withdrawal from work place and even low academic achievement of the learners in the national examination (Mtahabwa, 2015). The TSC Act (2012) mandates the commission to facilitate professional development of teachers and monitor their conduct and performance among other function. The mandated function of TSC has not been evenly implemented and that is why the current study tried to find out how professional development can be enhanced.

Research done by Kazmi et al. (2011) affirmed that, career progression works as an energizer which provides a notable substitute in a teacher, reevaluate roles, widen vision and increase the quality the teacher. From the foregoing, it is notable that the lack of information on the Teachers Service Commission career advancement in connection to teachers' performance in public secondary schools was the knowledge gap with regard to the literature studied, a gap this study intended to fill.

#### **2.4 TSC Care and Teachers' Performances**

The heart of any learning process is the teachers who highly influences the standard of education that learners receive in the learning institutions and finally their learning output. Proper teacher management is therefore, of importance to the development of the education system as viewed by Jonyo et al. (2017). Teachers cannot perform their roles and functions in all alone. It is therefore important to create effective rapports and connections with other personalities related to education. These include their principals, school subordinates workers,

fellow colleagues and the students. When there is good understanding with others in a given environment, teachers will be able to achieve the relevant goals and create familiar and welcoming relationship with others as observed by Chamundeswari (2013).

Teacher's care is the search for the best possible match between human resources and the needs of an organization in terms of standards and capacity (TSC Act, 2012). The commission has created within itself divisions to help manage the sections and units for better and effective functions. The TSC headquarter has decentralized some of its functions to the counties as a main component in meeting the teaching objectives. (TSC Hand book on decentralized Teacher Management Functions, 2015).

#### **2.4.1 Matched Decentralization of Duties and Teacher Performance**

Decentralization is the transfer of power and responsibility from various points of operations to other levels for effective teacher management. These operations can be executed by the county directors, agents of the commission, sub-county directors, the institutional heads, deputy head teachers, heads of the departments, class teachers, guidance and counseling teachers and to the various teachers in charge of different co-curricular activities in the schools (Hand book on decentralized teacher Management Functions, 2015).

The employer should be transparent and transformative in their job. This is because clear deliberations on school matters enhances clear guidelines. For example, discussions of school encounters make the implementers share, know and work with what they have. Further still, technical skills of the principals' are extremely significant as they have to check on the availability of the required resources and their relevant use which will translate to booster of teachers' morale as expounded by Nyakundi (2012) leading to high level of achievements.

To easen teachers' work, general principles of decentralization that help improve the performance of the teachers as stated in the TSC Hand book on decentralized Teacher

Management Functions (2015) includes; enhancement of services carried out by the teachers, and accessibility to services and strengthening teacher management structure at all the educational levels. Finally, decentralization also promote equity in staffing of educational institutions throughout the country which help balance the number of teachers in different secondary schools to avoid overburdening other teachers in favor of others.

Research done by Tournier and Chimier (2019) in USA on teacher's care revealed that, teachers' strongly influence the learning process rated on both the standard of education that learners get at school and the final outcome. Effective teachers' care is therefore very important for the attainment of the best education system. As part of the roles to be performed by TSC, it should ensure that the teachers and the school management policy have explicitly defined powers and responsibilities of various stakeholders in the school (UNICEF-Uganda, 2017). In this case, the study is not focusing on management policies but looking into motivational strategies offered by TSC.

Teachers are very important as they ensure that learners' achievements are met, the employer should yield any action that find methods that stimulates their commitments in their work. Fast step is rational thinking as supported by Prince (2012) on how to work with these education stakeholders by poignant satisfaction, unity, and assurance levels of all. Teaching in a school with unskilled personnel aggravates teachers' demoralization and in turn, the losers being the learner (Khan 2013). The current research was carried out on registered teachers with TSC numbers, which is a sign that they qualify to work in their respective schools.

Study done in Iraq, by (Jasbi 2011) states that, the progress of any institution relies on the management system developed in the particular school. For good coordination of human and material resources, proper teacher management should be employed to help achieve

organizational objectives in an amicable way. TSC Act (2012) guarantee that teachers adhere to the established teaching standards, supporting career advancement and professional development through the appointment of institution heads and the observation of teachers' behavior and performance.

In the TSC strategic planning 2019-2023, Teacher Professional Development (TPAD) a policy framework has been established and set rolling to help improve the teaching standards in public educational institutions where utilization of teaching resources and improvement of efficiency and quality of teaching services has been addressed. Assimilating ICT in instruction, identification of other teaching methods in curriculum provision, and handling differences in teacher distribution at all the learning levels have also been addressed by the document but yet still, the competence and efficiency in content delivery by educators within the County is very distinctive.

TSC has furnished the county directors of education with the responsibility to handle matters pertaining to coordination, placement of candidates for the Teacher Proficiency Programmes in the county. It also update the teachers on promotional vacancies established within the county as stated in a guide to TSC Interviews (2014). The current study tends to seek the effect of promotion as a way of enhancing teacher performance.

When there is lack of well-planned placement, the teachers and other education officers will not be able to perform their roles as required. They could be acting under pressure because of some influence from their superior but when every important factors are considered before placement is done, every individual will be enjoying the work as they will be doing what they like in their career journey. It's therefore very necessary to do the right delegation of duties to the teachers to help them perform as required.

#### **2.4.2 Teachers' Wellness and Performance**

Wellness is an active process through which people become aware of and make choice towards a more prosperous occurrences, decisions and lifestyles that lead to a state of individual wellbeing (Global wellness Institute, 2010). The relevant bodies should be aware of and appropriately handle these variables since they are always at work to affect a person's general state of health. This will help to ensure that the workers are safe at work. (Flynn et al., 2021).

The major concerns and matters in education sector consist of inadequate integration of positive values, attitudes and patriotism in the curriculum and general education delivery mechanisms should be addressed so that the working environment is made friendly to both the teacher and the learner (Day & Gu, 2013; TSC Act, 2012) for better performance.

Employee's physical condition and other factors causing unpalatable damages to our work places are similar to the difficulties and experiences faced by the teachers as explained by Timothy (2020) in his study. He further reports that, if an American teacher is psychologically disturbed, the effect will cause Cushing Syndrome to the learners, reduced standard of performance and incompetent social adjustments. This affirms that teachers' wellness goes beyond a classroom affair issue but an entire education stake holders' issue which the current study would wish to establish how the TSC which is the employer, would ensure that these employees are socially taken care of.

A satisfied hard working teacher is the biggest asset of any school as affirmed by Adalakun (2011). For instance, the level of salary, climate management and relationship with co-workers are the very important factors that will make one to like or love staying in a given environment. If the teachers are stressed in their work place, they will develop stress related illness that can lead to truancy and non-productivity translating to poor commitment towards

their roles as teachers. This study therefore seeks to find out some of the motivational strategies that will make the teachers stay in their profession.

To retain, deeply committed teacher, who should be able to enjoy change, positive relationship between the teacher and the learners should be a priority of the TSC (Chamundeswari, 2013). The teacher should be able to control events and be very flexible. Janice (2013) suggest that enough teaching learning materials for proper preparation programs by the teacher and other related factors must be enhanced.

On matters dealing with teachers' wellness in Kenya, TSC has delegated the duty to the county directors to influence proper relationship between non-governmental organizations and other relevant government bodies to help mobilize resources for HIV and Alcohol and Drug Abuse (ADA) Intervention programmes to help in promotion of and comprehensive care to other characteristic of universal wellness (A guide to TSC Interviews, 2014) like Counseling and capacity building services, aiming at enhancing a favorable working condition for the teacher. For the delegated duties to be effective, the current study seek to find ways on how to improve on the intervention programmes to help enhance the performance level of the teachers.

Different education structures are trying to enhance the competence of their teacher management and are seeking to find the examination, policies and apparatuses that they could apply as explained by Tourney and Chimier (2019). In Kenya, decentralization has led to devolution of commissioners' functions from the headquarters to the county. This will help in laying the plan of duty execution and facilitation to improve the teacher management department (TSC Hand book on decentralized Teacher Management Functions, 2015), though the current study is specifically looking into motivational strategies offered to the teachers by their employer.



Observation done by (Mayse 2016) affirms that, teachers can organize to come together with the learners and assist them in making a plan that these learners can use to meet their targets and the teachers provide the appropriate instructions necessary for the learners' success. This is in line with expectancy theory of motivation which is based on the assumption that children learn by observing the happenings around them (Vroom, 2000). This theory insinuates that, the more the effort from the TSC the higher the performance from the teachers. The stipulated functions of the teacher must be rolled down from the higher authorities to the lower levels.

Continuous challenges brought about by policies that keeps on changing and the pressure laid on teachers by their seniors can be one of the major cause of tension in their work (Li et al., 2014) should be well handled and should be supportive to learning environment created by cultivating practices that strengthen the social and emotional health of all teachers and students. The teachers' welfare should be a priority as this will help in reduction of some unwarranted stress in the work place. Good working environment is part of the study contents addressed by the current study.

Research done in USA by McMillan and Schumacher (2010) showed that engagement of teachers in a more welcoming and conducive working environment will aid in successful management of stress. Teachers should make a commitment of taking care of themselves so that they can take care of the learners under their care as they cannot perform if they can't take care of themselves, this has been supported by the TSC which has made it part of the Code of conduct for educators that mandates them to have maintain their morals failure to which it can be an offence that is punishable by law (Teachers code of Regulation, 2012).

Actual curriculum delivery and content mastery are not the only impetus to the academic achievements of students as supported by Taylor (2013) marking of an active teacher, rather, student success may rely more on the ranking of positive teacher-students connection which

is enhanced by the resilience of both parties, this can be determined by the challenging conditions related to teaching profession which the study seeks to establish. Teacher Management department is usually manned by the TSC and for its success, it is important to employ different strategies in the service application of teacher management that are serious for producing the wanted results (Jonyo et al., 2017). Teacher deficit has been a crucial worry to the government body taking into consideration the teacher/student ratio, a fact that should be continuously addressed by the employer.

Due to the introduction of free education and opening of new schools in most parts of the country which the commission had not anticipated, there is a cute inadequate supply of teachers (TSC Annual Report, 2014-2015), therefore, a clear roadmap on teacher placement framework should be laid to enhance equity in teacher utilization which will further translate to attainment of Sustainable Development Goals in education and achievement of Kenya Vision 2030. To increase productivity, teachers can perform best if they have to teach manageable classes with specific number of learners and with the help of education supervisors they will improve on their areas of weaknesses translating to constructive feedback (Jonyo et al., 2017), then the productivity level expected from them will be met.

Good leadership will ensure that teachers have the appropriate power to forecast, visualize and nature resilience and be able to adjust to any strategic changes that may occur in the profession (Hanson & Hill, 2013) while on duty. It is therefore the role of TSC to ensure that the teachers are well managed at all levels to help them be motivated and perform as required by observing the internal and external environmental factors.

From the various studies carried out on teacher management, it was observed that these studies looked into the internal and external environmental factors yet no study have been

done in regard to how TSC teacher management influences teachers' performance in public secondary schools in Migori as a county.

## **2.5 Strategic Focus and Teachers' Performance**

Strategic focus is the actions taken to achieve the goals of organizational strategies which help find the best solution for an organization leading to the right destination. If TSC carryout their mandate, other related function will run smoothly thus, formulation and implementation will be easier because employer and employees will better understand and become fully committed to the new strategy (O'regan & Ghobadian, 2003).

A study carried out in Nakuru by Mwangi (2017) while addressing the management of secondary schools in relation to strategic planning process affirmed that, inclusion of education stakeholders in the strategic planning process warranties that there is an agreement and understanding of all groups on what the administration is trying to achieve. This study (Mwangi, 2017) applied descriptive survey design, which targeted only 33 public secondary schools in the northern part of Nakuru employing a sample size of 154 respondents. From the study, there was a confirmation that involvement of other education stakeholders in decision making highly influence their performance at work.

Study carried out by Lisa (2019) in Western Australia public school revealed that, teachers grow their professional practices and generate improved student outcome when they teach in a school where there are clear expectations of the teachers in terms of the quality of their practice and where there is professional support in the areas of teachers' needs. This observation is in line with what is stated in the Strategic Planning Guidelines (2012) as a legislature of Victoria Schools that warranties that a classic reason and values are set up for the schools and communicated through targets, objectives and key change procedures.

The content in the Strategic focus can be implanted through the in-service training of the teachers, this can be done while on duty or away from it. It can also be attained through the proper elaboration of the educational policies as contained in the TSC Strategic Plan (2015-2019), which guides the commission on the proper policy involvements. Strategic focus entrenched through inset of the teachers can either be done while on duty or away from it. It can also be attained through the proper elaboration of the educational policies.

Human resource functions which involves staffing, assortment, exercise, allocations, promotions, and dismissals of employees should be well planned to properly implement the strategic plans (Beardwell & Claydon, 2007). TSC as an employer supervisor and direct the services done by the teachers which further translate to determining the necessary expertise in the country's economic and social development. The commission should therefore ensure that proper strategies to influence the prospects attainable at all the levels as part of its strategic plan (TSC Strategic Plan, 2019-2023), are well laid.

A school's strategic plan serves as a forum for open discussion on the institution's goals and future direction. (Saber, 2012) even though, when executing methods, some teachers went astray, which led to their failure, while others kept to their objectives in the face of shifting circumstances. (O'regan & Ghobadian, 2003). A report done by Save the child (2011) indicated that not all teachers in developing countries participate in formation of education policies as they were viewed as inert parties of education restructurings (IIEP, 2015). Therefore there is need to give proper direction to help these teachers remain or go back to the truck.

### **2.5.1 In-service Training and Teacher Performance**

Trainings done in relation to the relevancy in the courses and daily routines of a teacher on duty brakes for a while in order to participate in upgrading their professional knowledge,

skills and competence in the teaching profession (Uztosun, 2017) is referred to as in-service training. There are varied in-sets in education which includes: conference, institutes, workshops, staff meetings, committee, professional reading, individual conferences, visits and demonstrations which an individual can opt to undertake when going through in-service trainings (Osamwonyi, 2016). This training programmes are good for the rejuvenation of teachers to help acquire professional goals and values, to train them in new pedagogical trends, to prepare them in coping with current emerging issues and to provide them with the knowledge and skills to teach new learning areas (Al-Zoubi , 2015).

A study carried out by Amadi (2010) in Nigeria defined in-service training as a workshop where professionals and other practitioners get new knowledge as they advance in skills towards improvement to a more effective, efficient and competent services in various field amongst different class of people. According to Saber (2012), To develop the requisite manpower that support both the productive and service industries n-service training is a major force to rely on by both the public institution and educational institution. This has also been echoed by Saif et al. (2012) who emphasized on the importance of training and development which increases the efficiency and the effectiveness of both the teacher and teachers' service commission who is the employer.

A study on in-service education of teachers by Osamwonyi (2016) points out the problems and solution in growing expectation that teachers should reform their own practices as it is only them that meaningful curriculum development could take place in the daily routine of classroom. In this study, different levels of study have been identified like institutes, conferences, workshops, staff meetings, professional readings, committees and professional readings, visits and demonstrations. Study about in-service training in Jerusalem has

supported the statement by confirming that there is a significant positive relationship between teachers' training and student test scores (Dolores & Ernest, 2018).

Training people while on job make them develop their skills and give them necessary knowledge that enables them perform their duty as required as they teach and perform other related teaching services for effective performance. Recent development on the TPAD which is a tool that gives teachers opportunity to improve on their performances competencies and teamwork has a lot of consultation across the board that helps teachers in exploiting their potential so as to raise their professional standards (Gathogo, 2017). The success of a curriculum is highly related to its effective implementation which should be closely monitored and this can be advanced by in-service training which acts as a bridge between prospective and experienced teachers who are able to meet the emerging challenges related to the guidance towards higher standard learning and self-upgrading in different personal development as viewed by (Che and Che 2014).

In-service training enhances one to be more knowledgeable and have the required skills leading to enhanced systematic and logical way in handling educational matters like; teaching styles as they can identify and evaluate critically the culture of the school which can bring change to the working environment (Kazmi et al., 2011). To support this, Ekpoh et al. (2013) while researching on staff development programmes and secondary schools teachers' performance also agreed that teachers who attend in-service training perform well in their work especially when they further train in specific subject area, classroom management, teaching methods and evaluation of students, which are all pointers to teachers' performance.

### **2.5.2 Educational Policies and Teacher Performance**

Education policies are the principles laid down by the government to control and man the educational sphere as well as following the rules that governs the operation of education

system (TSC Strategic Plan, 2019-2023). Some of the policies that have been implemented by the TSC to help improve teacher performance as a means of strategic focus includes: increase in number of qualified personnels by at least 30% with focus on Science Technology Engineering and Mathematics (TSC Code of Regulation, 2015), a chance to utilize and affluence sufficient reserve of trained and qualified teachers in the counties (TSC Code of Conduct and Ethics, 2015).

Gathogo (2017) affirms that the document which recognize performance difference, training needs and required measures in cases of unsatisfactory performance by the Teachers Service Commission has a very vital column where the teachers indicate the intended targets they would wish to meet at a specified period of time. Lenairoshi (2017) also supports this by stating that the a credible system must be based on pre-set, implementation and established of strategies to be followed in the course of teaching learning process. The current study is specifically looking into motivational strategies of teachers and not the strategies to be followed by the same teachers.

Research done in Thai by Psasertcharoensuk (2017) reported that the vision and direction for organizational growth and success can be provided by strategic leaders. Mayse (2016) also suggest that reactiveness of a school when trying to find ways to boost their students' academic success. Onig (2016) while writing on the seven reasons why schools need strategic planning affirms the various strategic focus which plays a vital role in ensuring that the school board members are able to have the right fore sight on how to run and manage the school and how academic achievement of a school is measured. Also taking into consideration proper communication network and engagement amongst all the stakeholders. Even with proper communication channel as stated above, when the teachers' plights are not met, then their performance level will be wanting.

Strategic focus is an administrative object supporting the learning institution to help improve the academic achievement by allowing teachers to accomplish similar goals and by conforming to the course of the association to the changing environment (Okumbe, 2012) to ensure that all the stipulated teachers code of regulations are followed. Therefore, Dolores and Ernest (2018) supports that, successful strategic planning requires proper management of budgetary and time resource and the consistent monitoring of all progress that quantify the school facilities and activities that significant effect the school attendance and dropout rates.

Successful goals are made and shared by the teachers before their implementation thus, goals are to be shared between the persons setting and the persons implementing them and this will lead to proper planning on how these goals are to be meet as supported by (Day and Tosey 2016) because teachers should be fully in charge and accountable in all the happenings in the schools. Clear (2013) also supports that, those strategies once set, motivation is vital for them to succeed. The set goals should consider the culture, value and social norms of the catchment area due to their effect on teacher motivational strategies.

UNICEF-Uganda (2017) has discussed two methods of strategic planning that can help lead into the right strategic direction: Sinaic Approach where the plan or direction is given from a single defined source at the top. In this, only one person or a group of individuals is concerned in formulating the plan, (Mwangi, 2017). This amount to dictatorship type of leadership, the other one is Consultative Approach where consultations are done from other stakeholders. In this approach, other members' views are sought before any execution of an idea as expounded by Sigmund Freud (George, 2020). Decentralization of roles y the TSC gives direction on roles to be performed by every education officer to ensure that the teachers perform their roles as required leading to high educational achievement of the learners.



For the success of every student, Newman (2012) suggests that, the schooling system must provide the right strategic focus that will lead to high quality teaching-learning opportunities to meet the educational needs of all learners. Some of the most successful institutions set strategies for every department through the teachers; this can succeed when the quality of leadership is well planned. These required focuses are very timely; the goals of education stakeholders should be geared towards promoting good working relationship that can lead to success (Muller, 2001).

Study carried out in Uganda on teachers' incentives framework by The Ministry of Education and Sports (UNICEF- Uganda, 2017), came up with a finding that, the irregularity and unproductive monitoring of schools has led to reluctance by the relevant officers and other systems (Less, 2012) and that for a successful education system, strong involvement of all the relevant authorities is very key as these will ease policy formulation of school management and decision making among others (Mondross & Wilson, 2020).

A lot of input being exerted in education sector to support Competence Based Curriculum which is skill oriented in all the public schools by the Kenyan government recognizes investment in quality education as a very important factor. TSC therefore, should look into motivation strategies that will influence the teachers to perform their daily to help in development of effective educational strategies (Yaakob et al., 2019) and the success of the CBC implementation.

Effective leadership is necessary for strategic implementation. Jepkemoi (2010) observed that, TSC has a role to influence the teachers to adapt to the behavior desirable for strategic execution and good management which comprises of good communication network, motivation and as changes in communal values and cultures. When direction is properly

given, there will be clarity of forces that will contribute to success as viewed by Les, Bell (2012).

While researching in Southern Texas on the effects of school culture and climate on students' achievements Angus et al. (2009) found that strong school culture have better motivated teachers who can achieve better success in terms of students' academic performance in comparison to a school without culture. The study intends to use school culture as one of the intervening variables to help get into the conclusion.

TSC in collaboration with the heads of the institutions, can makes it easier and better for every teacher to succeed by giving the right strategic focus and extending help whenever possible to promote team work (De Nobile & Lonolon 2012) which help promote positive outcomes when strategies are set and supported by all other stakeholders because, motivation is vital if goals are to be met. Free flow of information should be encouraged regularly to help the teachers know that everyone is trusted and every plan intended for the school are given on time to the relevant teachers for the success of the learners (Njuguna et al., 2012) while carrying out a study in Kenya.

Strategic focus can best be implemented in Migori County if the employer is able to identify and analyze the factors that may impact motivation in the teachers (Jepkemoi, 2010). The success of this implementation will highly rely on the TSC ability to exploit the established plans on embracing the emerging opportunities for teachers' improved performance like CEMASTEAs trainings leading to existence of qualified and highly motivated teaching force (TSC Strategic Plan, 2019-2023).

From the studies discussed above, strategic focus that will lead to high quality teaching-learning opportunities have been discussed but no specific study on TSC strategic focus that

influence teachers' performance in public secondary schools, thereby leaving a gap that is intended to be filled by the study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section presents the research methodology of the study under the following sub-headings; research design, target population, sample size and sampling procedure, data collection instruments, validity and reliability of the instruments, data collection procedures and data analysis techniques each with factors validating their utility choice in this study.

#### **3.2 Research Design**

A research design is a comprehensive strategy for gathering data for an applied research project, a blueprint intended to address certain research questions or test particular hypotheses as defined by Bhattacharjee (2012). Research itself is a plan and structure of investigations as stated by Munyoki and Mulwa, (2011) thus conceived that it must be able to specify at least three processes—the instrument process, the sampling process, and the data collection process—in order to receive answers to research questions. (Bryman, 2012).

Descriptive cross-sectional survey research design was adopted for the study. It is defined by Cohen et al. (2011) as the method used in getting information through responses that a sample of individual respondents give to questions presented at a single point in time. Kothari (2014) has further proven that surveys are the greatest method for determining the characteristics of a big population. Cross-sectional survey design was suitable as it aided the researcher to get data on the TSC motivational strategies by asking individual principals, teachers and TSC-Sub-County Director of Educations on how the strategies influence teachers' performance. Moreover, it was used to designate and explore respondents' behavior deprived of manipulation. Therefore, survey technique was relevant to this study because it is commonly used to study phenomena in social and psychological research. The researcher can be able to

work with various characteristics like age, gender, marital status, academic qualification and years in service (Manion & Marrison, 2011). By gaining answers to the "what, where, how, and when of the phenomenon," the descriptive aspect accurately described motivational tactics. (Creswell, 2013). This feature enabled the major respondents who were teachers and key informants who were the principals to describe their feelings on TSC motivational strategies. Cross-sectional feature made it possible to collect data from eligible respondents of all ages and present the data using frequency counts, percentages, and means. (MacDonald & Headlam, 2009). Compared to previous methods like experimentation, the survey feature made it possible to quickly and cheaply collect many types of information. The research employed mixed method research approaches also referred to as triangulation-combined method where quantitative and qualitative data were involved. This was achieved by collection of quantitative and qualitative data by questionnaires, focus group discussion and interview schedule which was then integrated in the presentation of study results (Creswell, 2013) to establish opinions and knowledge about the role of the TSC in teacher performance.

### **3.3 Study Area**

The study was conducted in Migori County specifically in public secondary schools. The county is situated within South Western part of Kenya in the former Nyanza Province. It borders Kisii to the North East, Narok to the East, Homa Bay County to the North. Tanzania to the South and South West and Lake Victoria to the West of the County (see Appendix A). It is located at latitude -1.06343 and longitude 34.47313. Migori as a county is composed of Abagusii, Kuria, Somalis, Luhyas, Suba-Luos, Luos and a small number of Indians, Arabs, and Nubians, this makes it have influence on various motivational strategies hence affecting teachers' performance. The County headquarter is in Migori town. According to the 2019 population census, the total population of Migori County was 47,564,296 comprising of

23,548,056 males (47.3%) and females were 24,014,716 (50.5 %) (Kenya National Bureau of Statistics, 2019).

Migori is one of an economically active centers in Luo-Nyanza. Within Migori County, there are other towns such as Rongo, Awendo, Isebania among others. The population density is 353 person /km<sup>2</sup>. An estimated 85% of the whole area in the region is arid, semi-arid and arable hence can be categorized as great probable but the poverty index in the region stands at 43% as per the Kenya Housing and Population Survey (2017), leading to promotion of low student class attendance as the learners were not fully involved in schools but out sourcing for ways of survival and at times struggling to get their school fees due to loss of parents or poor economic status amounting to inconsistency in school attendance by the learners which if not well handled by a well-motivated teachers may lead to poor academic achievement by the learners.

The County in the recent past (2017-2019) had recorded constant decline in students' performance in KCSE examination (Migori County Director of Education office, 2018). With the student enrolment of 80,644, it has 1,191 male and 568 female teachers, This shows that the few female teachers who would serve as their role models are unable to motivate the female students when it is necessary. further, the ratio of teacher to learner is not well balanced to enable the teachers handle the learners adequately for the last five years, this has made the County to continue recording low mean scores in the KCSE examination as stated in Table 1.1 which has raised concern for the current study. Therefore, there was need to carry out research on the causes of poor student performance in relation to TSC motivational strategies influencing teachers' performance in public secondary schools in Migori County.

### 3.4 Study Population

Study population is any group of people, observation or test in which a researcher is interested in (Kothari 2014 & Orodho 2009). The study population consisted of 3010 respondents drawn from public secondary school teachers being the main respondents, 271 Principals and 10 TSC Sub-County Directors from the ten sub counties in Migori County who were the key informants.

Table 3.1 shows the number and categories of the total population to be sampled for the study.

**Table 3.1:** Target Population

Sub County	No. of Teachers	No. of Principals	SCDE
Awendo	384	38	1
Kuria East	213	9	1
Kuria West	207	16	1
Mabera	106	19	1
Ntimaru	122	11	1
Nyatike	449	56	1
Rongo	435	33	1
Suna East	435	32	1
Suna West	249	22	1
Uriri	410	35	1
<b>Total</b>	<b>3010</b>	<b>271</b>	<b>10</b>

*Source; Migori County Director of Education Office (2018)*

The highest number of teachers and principals in the population of the study is from Nyatike Sub-County as shown in Table 3.1. Kuria East sub-county has the lowest number of principals - 9, and Mabera sub-county has the smallest number of teachers - 106. There is one

Teachers Service Commission sub-county director of education in every sub-county. The number of teachers in all the public secondary schools as per each sub-counties adds up to 3010, the principals in the whole of the county adds to 271, an equivalent to the number of county public secondary schools.

### **3.5 Sample Size and Sampling Techniques**

When the research cannot include the full population, a sample is employed as a representative of the entire population (Bryman, 2012), (Fraenkel & Wallen, 2009). Therefore, McMillan & Schumacher, (2010) expound that the features of the population should be reasonably represented by the sample. Kothari (2004) has supported the idea of sampling the entire population by stating that the sample size should be ideal to meet the requirements of effectiveness, representativeness, dependability, and adaptability. It should not be excessively small nor excessively large.. In this study, probability and non-probability sampling techniques were used (McCombes, 2022). Probability sampling technique was used to select teachers who had stayed in specific schools for over five years, thereafter cluster sampling was further used to identify these specific teachers depending on category and type of the specific schools they were teaching in, while on the other hand, non-probability sampling technique was applied on selection of respondents based on convenience to select the principals from different categories of schools and the SCDE TSC from different sub-counties.

Table 3.2 shows the list of respondents, total population and the sample size selected for the study.



**Table 3.2:** Study Population and Sampling Matrix

<b>Respondent</b>	<b>Population</b>	<b>Sampling technique</b>	<b>Sample Size</b>
Sub-County Director (TSC)	10	100%	10
Principals	271	30%	81
Teachers	3010	Krejcie & Morgan Table	346
<b>Total</b>	<b>3291</b>		<b>453</b>

From Table 3.2, it can be evidenced that all the sub county directors were involved in the study. The sample size for teachers were obtained using Krejcie and Morgan (1970) (Appendix A) out of a target population of 3010 is rounded off to 3500, giving a figure of 346, which was further used as the sample size of the teachers involved in the study. These teachers were proportionally allocated per sub-county. Out of 271 principals, (271 times 30 divide by 100) 81 were proportionately sampled depending on type and category of the school (McCombes, 2022). All the 10 TSC sub-county directors of education were all picked for study.

### **3.5.1 Sampling Procedure for Teachers**

Teachers were considered as the main respondents in this study because they are the main curriculum implementers and their performance was gauged on their students' academic performance (Kariuki & Mbugua, 2018). To determine the sample size of teachers Krejcie and Morgan (1970) table was used. In representative statistical sample, an effective method of determining sample size is employed to determine sample representation for a given population (Bukhari, 2020), out of the study population of 3010, a sample size of 346 was arrived at. Cluster sampling formula was further used to determine the number of teachers who were selected for the study in each sub-county (Hemming, 2011).

$$\text{Cluster Sample Size} = \frac{\text{Cluster Population} \times \text{Required Sample Size}}{\text{Total Population}}$$

Non probability (convenience sampling) was then used to choose teachers from public secondary schools in every sub county.

Table 3.3 shows the number of teachers in every sub-county in Migori County and the samples chosen from every sub-county as adopted from Lauren (2021) and Cohen et al. (2011).

**Table 3.3:** Population of Secondary School Teachers in Migori County

Sub County	Population of Teachers	Sample
Awendo	384	44
Kuria East	213	24
Kuria West	207	24
Mabera	106	12
Ntimaru	122	14
Nyatike	449	52
Rongo	435	50
Suna East	435	50
Suna West	249	29
Uriri	410	47
<b>Total</b>	<b>3010</b>	<b>346</b>

To allocate 346 teachers in every Sub-County as shown in Table 3.3, proportionate sampling formula was used to get specific number of teachers (Hemming, 2011).

For example: Awendo sub-county =  $\frac{384 \times 346}{3010} = 44$  teachers

3010

Purposive sampling was then used because the study required public secondary school teachers who had stayed for at least five years in the present schools, thus can give the exact data that was vital in the study (Mohsin, 2016). The process was repeated in the chosen public secondary schools in all the 10 sub-counties until the required numbers of teachers in each sub county was obtained. However, 30 teachers were selected for piloting as recommended by (Chang et al., 2006).

### 3.5.2 Sample Size and Sampling Techniques for Principals

In the study, the principals are the key respondents as they perform the roles of TSC on the ground. To determine the sampling distribution based on category and type of public secondary schools, cluster sampling of the schools as per the sub counties was done then, proportionate allocation of principals per school was done depending on category and type of the school (McCombes, 2022) as shown in Table 3.4.

**Table 3.4:** Population and Sample Size of Secondary School Principals

Category and Type of School	No. of Principals	Sample
<b>National</b>		
Boys	1	1
Girls	1	1
<b>Extra County</b>		
Boys	9	2
Girls	10	3
Mixed	3	1
<b>County</b>		
Boys	9	2
Girls	4	1
Mixed	6	2

<b>Sub County</b>		
Boys	0	0
Girls	0	0
Mixed	228	68
<b>Total</b>	<b>271</b>	<b>81</b>

Table 3.4 indicates that, out of 271 principals, 81 (30% of 271) were selected to participate in the study based on school category and type. Purposive sampling which is judgmental selected the two principal from the two national schools, and the approach was used to ensure representativeness of principals in the study (Cohen et al., 2011). Whereas systematic random sampling was used to select principals from Extra-County, County and Sub-County public secondary schools within Migori County.

### **3.5.3 Sample Size and Sampling Techniques for TSC-SCDE**

The factors related to the teachers within the sub county must be handled by the TSC-SCDE who acts on behalf of the County Director of Education (TSC Act, 2012). This is why the SCDEs are deemed fit for the study.

Table 3.5 gives the specific sub-counties in Migori County and the number of TSC sub-county directors of education allocated as per each sub-county.

**Table 3.5:** Sampling procedure for Sub County Directors of Education

<b>Sub County</b>	<b>SCDE</b>	<b>Sample</b>
Awendo	1	1
Kuria East	1	1
Kuria West	1	1
Mabera	1	1
Ntimaru	1	1

Nyatike	1	1
Rongo	1	1
Suna East	1	1
Suna West	1	1
Urii	1	1
<b>Total</b>	<b>10</b>	<b>10</b>

From Table 3.5 every sub-county have just one sub-county director of Education despite the large number of the teachers and principals to be managed within every sub county. Purposive sampling technique was therefore used as the population under study was small and specific (Kothari, 2014; Mohsin, 2016; Kelly, 2010; Foley, 2018; Kassiani, 2022) where all the 10 TSC-SCDEs were considered in the study as respondents (Mohsin, 2016).

### **3.6 Research Instruments**

Cross-sectional survey research design is a simple ways of collecting data in a study which includes; interviewing the respondents by telephone, sending questionnaires through the mails and administering the instruments directly to a cluster (Fraenkel & Wallen, 2009). Three instruments were used to collect data for this study, these included: questionnaires, focus group discussion and interview schedules. A questionnaire is a perfect instrument that can be used to gather descriptive information from a large sample in a shorter period of time as expounded by Kothari (2014). It can also be answered at the convenience of the respondent and even picked at a later time. It ensures confidentiality of the information and thus gathers more candid and objective replies (Jogulu & Pansiri, 2012). Questionnaires were intended for the principals and teachers as major data collection instrument as it allows the study to include large samples for representativeness to inform the study on practices, opinions and attitudes of respondents (Roopa et al., 2012).

A good way of gathering information from people within a given area with a similar experience to discuss a specific topic of interest is through the use of a focus group discussion which can also be used to examine meanings of survey findings that cannot be explained statistically, hence was used to gather information from the teachers to help get the range of opinions that could have not been captured in the questionnaires and to collect a wide variety of local terms (Mondross & Wilson, 2020). Interview guide was used to get information from the TSC Sub-County Directors of Education as Blackstone, (2012) purports that, it enables the interviewer to probe further into the respondent's main points in order to obtain more complete replies to the interview questions.

### **3.6.1 Questionnaire for Teachers and Principals**

The questionnaires (see appendix G) was administered to the sampled 341 secondary school teachers who were the main respondents. Teachers' Questionnaire was divided into two sections containing both close and open ended questions: Section A (1-6) was designed to capture data on demographic characteristics of teachers including age, sex, year of service, school classification. Section B (7-9) contained questions related to the first objective which was testing the influence of TSC incentives on teachers' performance. Section C (10-13) collected data on the influence of TSC career progression on teachers' performance. Section D (14-15) gathered information on influence of teachers' care on performance. Section E (16-18) gathered information on influence of TSC strategic focus on teachers' performance. The questionnaires constituted both closed and open ended questions. The closed questions were relevant since they draft an objective that depicts reality, while the qualitative component of the open-ended questions shines and enables study of the participants' realities and understandings. (Holliday, 2002).

The use of likert scale is a quick way of obtaining and comparing views and opinions of individuals about a given construct which are commonly applied in behavioral science (Singh, 2010) while providing sufficient variability for comparison in ease of tabulation and analysis. Due to the fact that the study employed the mixed methods of data analysis to provide richer and more informed opinions, the quantitative data could best be analyzed by the use of likert scale, allowing views and investigations of every teacher and the principals to be tabulated independently as supported by Jogulu and Pansiri (2011) in their study. The response range was between 1 and 5 where 1 = Strongly Disagree, (SD). 2 = Disagree (D). 3 = Undecided (U). 4 = Agree (A). 5 = Strongly Agree (SA).

### **3.6.2 Teachers' Focus Group Discussion (Appendix H)**

Focus group interviews are a structured group process used as a research tool to gather information on a certain topic or issue and explore people's thoughts, attitudes, behavior, opinions, or perceptions. (Hemming, 2011). It is an interview with a small group of about 8-10 members selected purposively, based on a set of criteria, on a specific topic (MacDonald & Headlam, 2009).

In the study, five focus group discussions were formed in five Sub-Counties comprising of a group of 10 teachers (Mohsin, 2016), and involving both men and women chosen from the following Sub-Counties; Kuria West, Nyatike, Rongo, Suna East and Awendo. The schools were chosen using simple random sampling pegged at 30 percent from the ten sub counties. The questions were drawn from each study objectives (Monishankar & Christine, 2017). These teachers were chosen from different types and categories of schools. This was meant to enhance free discussion of issues since heterogeneity in gender could reduce intimidation.

Introductions was done then the participants were informed of what is expected of them as the order of events. Some of the rules to be observed were talking in turns, respectfully and

valuing each other's views. This was done to enhance proper order of the exercise during the whole proceedings of the interview. Probing questions were further used to seek more views from the teachers on how Teachers Service Commission motivational strategies influences their performance.

Before the start of the whole exercise, the interviewees were made aware of what to be discussed to enable them prepare appropriately. Guiding questions (see Appendix H) on TSC motivational strategies to teachers were given. The main areas of focused were; TSC incentives, career progression of teachers, TSC teacher focus and TSC strategic focus all in relation to teachers' performance. Every session on average took between 1-2 hours based on the group dynamics and number of participants (Gibson, 2012).

Focus Group Discussion was used to back up other research tools because it helped in gleaning out the teachers' thoughts and feelings on TSC motivational strategies and how they influence teachers' performance. However, its major drawback was that it was costly in terms of time and money. Finally, generalizing the findings to all the teachers in public secondary schools for the sample used was not easy (Nyumba et al., 2018).

### **3.6.3 TSC Sub-County Directors' Interview Guide (Appendix I)**

The interview guide is a crucial tool for acquiring qualitative data that involves verbal interaction between the researcher and the subject (Boyce, 2006). Interviews with a small number of respondents is carried out to explore their views on specific ideas, programs or situation (Boyce & Neale, 2006). The information collected from the Sub-County Directors of Education TSC included; how the most performing teachers within the sub-counties are rewarded, the number of teachers who have been promoted within the Sub-Counties, the ratio of teachers to students in the sub-county, and the avenues available for teachers' progression within the sub-counties.



Ten (10) copies of interview guide (see Appendix I) were designed for TSC Sub-County Directors of Education to gather information about their teachers within the sub-counties and the actual instructional practical based on the actual teaching process to produce the required grades. Semi-structured interview questions which involves a series of structured questions were used to allow room for expounding on the responses and then probing more with open-ended form of questions were used to obtain more views but limited to the study area for which the study was intended for (Gall & Borg 2007).

Interview guide also have its drawbacks; the interviewee may not be comfortable talking to certain ethnic or age groups. Additionally, there is possibility for prejudice and inaccuracy on the interviewer's part (Boyce & Neale, 2006), who might not be able to accurately assess aspects like age and ethnicity among others (William, 2015).

### **3.7 Piloting of the Research Instruments**

A pre-test was conducted, as shown by (Kothari 2014), to ensure the efficacy of the research instruments, improvement of clarity, and ease of concepts and terms as utilized to test appropriate interpretation of questions (Chin-Chung, 2018). A pilot study is carried out in a population that is comparable to the study sample but is not a part of it (Orodho, 2009; Lussier, 2013). After two weeks, the same respondents underwent the same procedure again.

According to Gatesaw (2020) and Frankael et al. (2009), at least 10% of the study is sufficient for a pilot study hence from 81 principals, (10% of 81), 8 were selected. 10 (10%), 1 Sub-County Director of Education was involved in the piloting from their respective sub-counties. Focus group discussion guide was piloted in one sub-county, where the group consisted of 10 teachers. 2 Sub-County Director of Education were involved in the piloting of interview guide as 1 is not interactive.

### 3.8 Instrument Validity

Validity test was carried out to ensure how well a test measures what is expected to evaluate (Best & Khan, 2006). It was also examined for face and content validity, which is the professional community's subjective agreement that a scale logically appears to represent precisely what it promises to measure (Bryman, 2012) thereby, ensuring that data collected using valid instruments yielded precise and significant implications. In this instance, the instrument's face and content validity were determined by submitting it for review and consultation to the supervisors and subject-matter experts in the Rongo University Department of Educational Management and Foundation. To ensure that the validity of the research instrument holds, the content validity was compared with the research objectives. The contents and the impressions of the instruments were improved based on the authorities' advice and comments. Instrument validity ensured content items were well represented on the actual research tools.

The questionnaires were given to the two supervisors to evaluate and rate the degree of relevance of each item based on the objectives of the study on a scale of 1-4, where; 1= not relevant, 2= somehow relevant, 3= quite relevant and 4= very relevant. The content validity index was determined using the formula:

$$CVI = \frac{n_{3/4}}{N} ; \text{Eq. } 68/96 = 0.708$$

Where,  $n_{3/4}$  is the number of items 3 or 4 by both judges and N was the total number of items assessed (Singh, 2010). The items were then modified to attain validity index of .70 where the researcher applied the right procedures to get the concepts being studied right after performing factor analysis. To achieve internal validity, Akobeng, (2008) states that, the researcher should demonstrate that certain conditions led to other conditions as also supported by Amin (2005) where in this case, teachers' performance would lead to students' academic

achievements. According to Oso and Onen (2011), validity of the interview schedule could be enhanced by clearly defined research questions and objectives which were easily understood and made workable. The research respondents were fully engaged through methodological triangulation, respondent validation and audio recording was done for parts of the qualitative data (Bernard, 2002).

### **3.9 Instrument Reliability**

Reliability which is the extent to which research results are consistent over time, over place and over methods (Oso & Onen, 2011) was first tested through instrument reliability test. According to (Kothari 2014), the methods utilized were extensively documented and could be performed numerous times with the same outcomes.. Reliability had been enhanced by using simple and direct wording that the respondents could easily understand. Specific number of questions was set as per every objective to ensure that the four TSC motivational strategies were well tackled and the concepts in questions well understood. Data was gathered on both occasions, and the reliability of the questionnaires was assessed using Pearson's product moment correlation coefficient at the predetermined p-value of .05 and a reliability coefficient of .70 and above was considered reliable for the teachers and similarly for the principals' questionnaires (Bonett, 2010).

### **3.10 Data Collection Procedure**

The researcher acquired the letter of approval from the School of Graduate Studies Rongo University then used the particular letter to get a permit from the National Commission for Science Technology and Innovation (NACOSTI) which was further used to official visit the TSC County Director of Education office to acquire authority in order to visit secondary school administrators. Permission from the SCDE was then used to speed up data collecting from the teachers and principals during the research (Pritha, 2022). Prior to administering the surveys in the appropriate schools, the appointment was then confirmed by phone. In order to

perform the interviews on the scheduled days during the data collection period, the researcher then made an appointment with the SCDE (Kothari & Garg, 2014).

The researcher visited the schools on the scheduled dates and gave the teachers and principals the serialized questionnaires. One week later, the researcher returned to the schools to collect the completed questionnaires. Follow up collection was done in the second week for those respondents who had not completed their questionnaires during the first collection visit. Interviews were recorded, transcribed, and thematically reported. There were other reported responses from the interview. Interview dates were scheduled with the SCDE as well. For the focus group discussion with the teachers', permission was sought for the participating teachers and granted by the principal. Both interviews and Focus group discussions were done over a period of three weeks. The taped data from interviews and FGDs was later transcribed, and analyzed through content analysis, and some presented as verbatim excerpts. (Pitha, 2022).

### **3.11 Data Analysis**

Data collected was analyzed using quantitative and qualitative techniques (mixed method). The researcher ensured that the filled up questionnaires were separated from those which were not fully filled (Bernards, 2002). Compatibility of the data to SPSS programme was done through coding of each respondent questionnaire for verification and identification (Orodho, 2009). After keying all the questions, 19 questions were selected randomly for verification of the SPSS programme and corrections done on the wrong entries. Detection of incorrect values and repeated cases were all addressed as supported by (Martin and Acuma 2002).

Quantitative data was presented on graphs, charts and tables and the analysis was done using both descriptive and inferential statistics comprising of frequency counts, percentages and

mean scores (Creswell, 2013) on a likert scale which is used for making quick summery on the conclusion reports, results and graphs from the responses (Warmbrod, 2014) received. Independent two samples t-test was also used to test the significant differences between groups thus the teachers and the principals and inferential statistics (Pearson Correlation) was used to test the hypothesis. Statistical Package for Social Science which handles large amount of data was used to analyze quantitative data, given its wide spectrum of statistical procedures (Martin & Acuna, 2002).

Qualitative data was analyzed thematically where the responses from the interview schedule and focus group discussions were organized into themes, then the analysis were done and meanings given systematically based on four objectives.

### **3.11.1 Quantitative Data Analysis**

In order to determine the effectiveness of TSC motivational strategies, 5-point rating scale was used. Data was collected in form of; strongly disagree, disagree, undecided, agree and strongly agree. A response of strongly disagree was scored as 1, disagree 2, undecided 3, agree 4, and strongly agree 5. The likert scale rating was used to make it easy for the summery of conclusion reports, graphs and results which were from the respondents (Warmbrod, 2014). The mean rating was calculated by dividing the total scores per item by a number of respondent per item which were further interpreted in agreement with Cheruiyot and Simatwa (2016) classification, using intervals as follows;

1.00-1.44 = strongly disagree

1.45-2.44 = disagree

2.45-3.44 = undecided

3.45-4.44 = agree

4.45-5.00 = strongly agree

Data on every sub-variables of every objective were organized in mean, percentages and frequencies, then presented on a Likert scale and correlations coefficient of the teachers and principals' perceptions, opinions, feelings and attitudes were tested using t-test and the p-value calculated was used to help in interpretation of the null hypothesis. Unless stated, all the relationships presented in this thesis are statistically significant at a cut-off of 95 percent. This means that 95 percent certainty that is the findings in this study are a result of genuine observations as opposed to occurring by chances. As indicated in Table 3.6, Pearson Correlation was used to test the stated hypothesis for each objective.

**Table 3.6:** Interpretation of Correlation Coefficient Values

R-value	± .1 -.19	± .2 -.39	± .4 -.59	± .6 -.79	± .8 -.99
Interpretation	Very low	Low	Moderate	High	Very high

**Source: Chin-Chung (2018)**

If the p-value was lower or greater than .05, the null hypothesis would be rejected and it would be determined that there were significant differences or relationships. This is why the significant level (R-value) was set at .05. In contrast, if the p-value was greater than .05, it would be assumed that there is no significant association or difference. A list of the statistical methods applied for analysis is provided for each objective in Table 3.6.

### 3.11.2 Qualitative Data Analysis

By reviewing the completed research instruments, qualitative data was edited to find and reduce errors, omissions, mis - classifications, and information gaps. This was accomplished by assuming, remembering, or, if possible, going back to the respondent. Content analysis was used to analyze the data by identifying themes and patterns in the responses like, According to Mbweza (2016), open-ended responses were recorded word for word to ascertain the frequency of each response. For the purpose of illustrating relative levels of

viewpoints, the proportion of respondents who provided similar responses was converted to percentages.

Five focus group discussions were taped and later transcribed in full. The data was then analyzed adopting methodologies that were drawn from both a framework analysis and content analysis methodologies (Iliffe et al., 2015). The analysis started with qualitative data, which was then coded into different themes, concepts and linkages (Gibson, 2012). New data was constantly compared to previously analyzed data. The findings from the coded data were used to draw conclusions and develop concepts.

Framework analysis made it possible for coding into hierarchy of main themes and a succession of sub-themes as supported by Srivastava, & Thomson, (2009). The researcher listened to the tapes, read the transcripts and reviewed contextual notes which allowed understanding initial annotation of transcripts with ideas, concepts and emerging themes (McCombes, 2022). List of main coding categories were then identified and comparison made to generate a final list of main categories. The researcher also considered broad trends that emerged across the focus group discussion. Using the main categories, the interview data was then coded into main categories which allowed identifications of the sub-themes as supported by (Iliffe et al., 2015).

Further coding followed by analysis of text where the researcher looked at: semantics (meanings), context (the conversation and dynamic that has preceded somebody making a comment), frequency, intensity (the depth of feeling attached to comments), consistency (a change in opinion among participants), specify (detailed personal comments), big ideas (broad trends emerging across the groups) and comparison of detailed analysis and writing of research findings (Srivastava & Thomson, 2009). The researcher compared detailed analysis of each interviews and drafted the research findings. The broad trends that emerged across the

groups, as well as specific findings that related to specific groups of households were identified. Final conclusions were then drawn.

The mixed methods used for data analysis as per every objective of the study were summarized as indicated in Table 3.7

**Table 3.7:** Quantitative and Qualitative Data Analysis Matrix

<b>Objectives</b>	<b>Nature of data</b>	<b>Statistical</b>	<b>Presentation</b>
<b>To establish the influence of incentives on teacher performance</b>	Quantitative data	Frequency, percentage, mean and standard deviation	Tables
	Qualitative data	Theme- content analysis	Narration
<b>To determine the influence of career progression on teacher performance</b>	Quantitative data	Frequency, percentage, mean, figures, standard deviation and two sample t - test.	Tables and Bar graphs
	Qualitative data	Theme- content analysis	Narration
<b>To investigate the influence of teacher care on teacher performance</b>	Quantitative data	Frequency, percentage, mean, standard deviation, t-test and Pearson correlation coefficient	Tables
	Qualitative data	Theme- content analysis	Narration
<b>To establish the influence of strategic focus on teacher performance</b>	Quantitative data	Frequencies, percentage, mean standard deviation and t-test.	Tables, pie chart
	Qualitative data	Theme- content analysis	Narration



### **3.12 Ethical Consideration**

Ethical consideration based on its important was considered as noted by De Vos, Strydom, Fouche and Delport (2011) through the whole process, thus from data collection, data analysis, data interpretation and report writing. After acquiring an introductory letter from Rongo University which allowed the researcher to get a research permit from the National Council for Science and Technology, the researcher carried out his duty in the study area. This study considered a variety of ethical problems, which improved the research's trustworthiness. The study adhered to the values of informed consent and effectual of the study was shared with the principals of the schools. The sheets contained information about the role of the researcher the likely activities the researcher engaged in while in the school(s), roles of the teachers in the study and possible uses of the research information. The researcher then sought for participants' informed consent (Smith, 2003). Information from the study was then stored safely. Anonymity was observed where Pseudonyms were used instead. The data obtained would be for research purposes only and they remained anonymous in the research report. Verification procedures were used to ensure the trustworthiness.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

#### 4.1 Introduction

Chapter four entails the feedback of data analysis, presentation, and discussion of this study on Teachers Service Commission motivational strategies on teachers' performance in public secondary schools in Migori County, Kenya. The first section of this chapter addresses questionnaire return rate and respondents' demographic information which provided the vision of illustration from the respondents, subsequently, objectives of the study were discussed. Following the findings and results presentation, each specific objective's interpretation and conclusions were drawn, and ultimately, as indicated by Cowley and Michelle (2014), a discussion of the research hypothesis was conducted.

#### 4.2 Questionnaires Response Rate

From the two sets of surveys given to the respondents, one was given to teachers who were the main respondents because they are the main curriculum implementers and another to principals who were the key respondents as they monitor the execution of the TSC policies in the schools, the returns were as presented in the Table 4.1.

**Table 4.1:** Instrument Response Return Rate

<b>Respondent</b>	<b>Number of Questionnaires</b>		<b>Return</b>
	<b>Issued</b>	<b>Returned</b>	<b>Rate (%)</b>
Teachers	346	335	96.8
Principals	81	77	96.1
<b>Total</b>	<b>427</b>	<b>412</b>	<b>96.0</b>

The result indicates that the response rate of teachers' questionnaire was 335 (96.8%) and principals' questionnaire 77 (95.1%). In their views, Mugenda and Mugenda (2013), explains

that a response rate of more than 70 percent is sufficient. Similarly, Fraenkel and Wallen (2009) stated that 80 percent response rate and above is excellent. Consequently, the response rate of 96.8 percent for teachers' questionnaire and 85.1 percent for principals' questionnaire was excellent. The response rate is attributed to the quality of the research questions and the ability of the researcher to find out how the distribution of the questionnaires was carried out, for efficiency in its administration (Creswell, 2013). It was also a success due to the follow-up effort masterminded through individual communication and instant check to prompt the respondents to respond to the questionnaires.

Focus group discussions was done with five groups of teachers who were randomly selected from the ten sub-counties, the responses were voice recorded and where possible, reports written. All the interviews were conducted as planned with the sub-county directors of education as planned by the researcher.

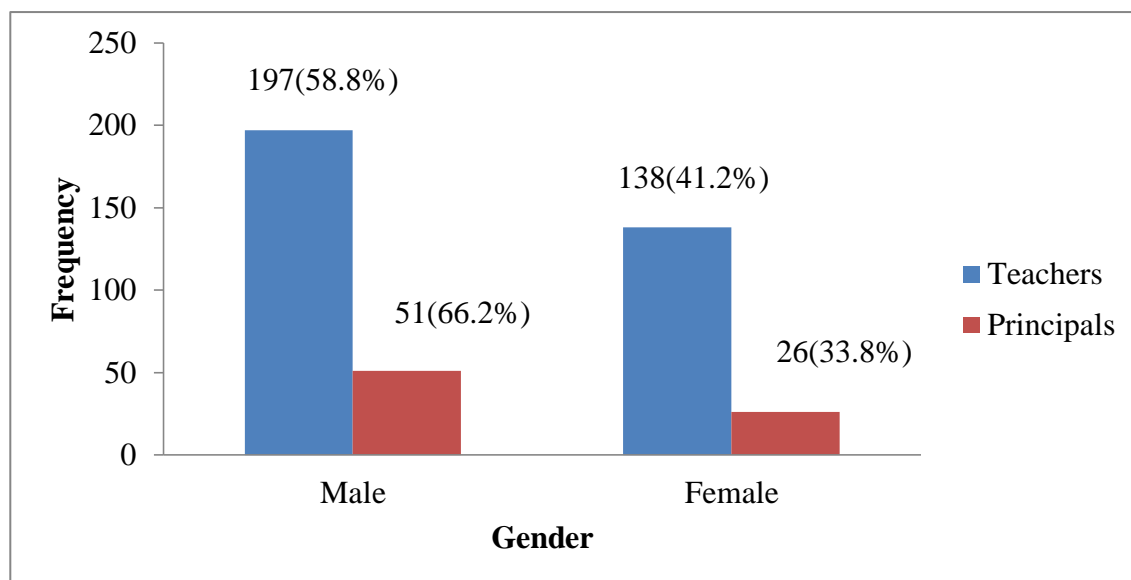
### **4.3 Demographic Characteristics of Respondents**

The demographic characteristics considered for the study included gender, age, marital status, academic qualification, length of service, and years in the current school. A total of 412 respondents drawn from principals and teachers from public secondary schools were involved in this study where quantitative data was collected. These respondents were requested to fill a questionnaire from which their demographics were collected (questions 1-7) and results presented as shown in Figures 2 and 3, and Tables 4.1, 4.2 and 4.3.

#### **4.3.1 Gender of Respondents**

The characteristics of male and female referred to as gender are usually based on norms, and the roles associated with their duties. Haugen et al. (2011) states that; deeply ingrained gender issues leads to career progression practices that can favors either male or female leading to different levels of motivation, this has also been supported by (Saeed and Muneer 2012).

Gender of respondent was therefore important to the study as every gender has different roles to perform in a school setting. Figure 2 presents the frequency of responses given by both male and female.



**Figure 4.1: Gender Distributions of Respondents**

From figure 2, out of the 335 teachers who participated and returned the questionnaires, 197 (58.8%) were male and 138 (41.2%) were female. This is an indication that in Migori County, both gender handle learners and that there are more male teachers than female teachers at the secondary school level. The finding could be due to the fact that most female teachers would not be open enough to give their views in fear of victimization by their bosses who in many occasions are male. Similarly, 51 (66.2%) principals were male and 26 (33.8%) principals were female. The finding suggests that male principals dominated the positions of school leadership which is a replica in most of the government public offices. Gender parity has always been an issue that has been addressed and has been discussed by different organizations dealing with human rights as supported by Haugen et al. (2011) and the Kenyan parliament, yet the solution has not been got.

The TSC policy (2017) on appointment and deployment of institutional administrators states that, gender balance should be considered in any given administrative position and that where the principal is a male, the deputy should be a female that is in a mixed secondary school. For boys' secondary schools the principal should be a male and female for the girls' schools. In this case, this could be a reflection of the fact that there is imbalance and a clear indication that there are more boys' secondary schools than the girls' schools in Migori County.

Government interventions through different programs such as FPE and the 100% transition from primary to secondary, all aimed at having all children attain basic education have yielded some fruits though some more exerted efforts should be put in place to help ensure that all the learners that get into form one should reach completion level which is form four, failure to which the imbalance of more boys' to girls' secondary schools will still be a serious menace which is a discourse for further research.

The findings agree with the study done by Gabaldon et al. (2016) which purports that administrative position is usually advertised on demand and supply factor on the available positions as gender parity is also considered as stated in the present Kenyan constitution of 2010 in Article 237 (2) and 237 (3) respectively which has never yielded any fruit. Debates on gender parity have been conducted in Kenyan parliament but still nothing positive have been achieved.

Study done by Davis et al. (2017) are also in line with the findings and affirms that, the selection process of the principals may be influenced by systematic gender biases where women are supposed to be more qualified than their male counterparts for them to get administrative positions. Yet, in the Constitution of Kenya (2010) a lot of equal competition and fairness in most administrative position has been implemented.

The study finding, therefore, points out to the contemporary world where gender parity is still an issue in public administrative position. This could be brought about by the African inherited cultural beliefs towards the female, patriarchal system and the attitude that would always wish to disapprove or approve the capabilities of women worthiness in their duties as they would always wish to do their best when given the chance which most male would view as a threat to them.

#### 4.3.2 Age of Respondents

The responses given by different people depending on their ages are of importance as it gives different perception which changes as one ages, view ideas and give judgment in relation to the study. Experience in teaching is related to years in service and on the other hand, the young teachers get into the profession with new energetic skills that are usually related to the emerging issues such as innovation and technology. Table 4.2 gives the summary of age categories involved in the study.

**Table 4.2:** Age Distribution of Teachers and Principals

<b>Respondent</b>		<b>Age of Respondents</b>				<b>Total</b>
		<b>20-30 Years</b>	<b>31-40 Years</b>	<b>41-50 Years</b>	<b>51-60 Years</b>	
Teachers	<i>Frequency</i>	37	143	96	59	335
	<i>%</i>	11.0	42.7	28.7	17.6	100.0
Principals	<i>Frequency</i>	0	7	27	43	77
	<i>%</i>	.0	9.1	35.1	55.8	100.0

The result in Table 4.2 indicates that ages of teachers were distributed between 20 years to 60 years; however, majority of the teachers were aged above 30 years, with the highest level representation of 143 (42.7%) teachers within the age bracket of 31-40 years old. Conversely, the ages of the principals' was between 31-60 years old with the majority aged above 50 years. The result suggests that school principals were relatively older than the teachers. This

could be as a result of the length of stay in service which is one of the promotion requirements to principal position, usually related to teaching experience as explained by (Alami 2012).

Age played a significant role in the study since it affects how people respond to the motivators, which demonstrates how different people would perceive the motivators depending on how long they had been employed (North & Fiske, 2015). For instance, older people have met most of their human needs and a few have achieved most of their life objectives, thus they have attained self-actualization level as stated in Maslow's Hierarchy of needs theory (UNICEF- Uganda, 2017), hence due to their experience and understanding, are usually more resilient in their work station with or without motivational strategies offered by the TSC. This observation differs with ideas of (Imberman 2015) who stated that, credentials and experiences have little impact on students' performance.

The younger teachers, however, are more nimble and yet have more obligations to fulfill in life thus are yet to reach their self-actualization levels. If their demands are not met the level of their performance will be quite low as their attention will be diverted to other areas that will help them sustain their many unsettled wants and their underachieved life objectives.

Therefore, the study's findings are consistent with those of studies by Jacob and Lewit (2003), UNICEF (2017), and Timothy (2020).

Age which in most cases goes hand in hand with years in service as one of the factors considered during the placement of teachers in different administrative position is given priority, as experience in service is also a contributing factor to teachers' academic performance. On the other hand, the ageing teachers and the high rate of enrolment of learners in public secondary schools should be encountered by employing more young teachers who can be able to pick up from where the ageing teachers cannot attend to. Both the

young and the old teachers need each other for effective, efficient and good academic students' achievements.

### 4.3.3 Marital Status of Respondent

When dealing with social status, marital affairs is of important on individual and the view of the society as seriousness on commitment in the life which further contributes to ones' wellbeing. It is also seen as a way in which continuity of human beings is enhanced. Therefore, marriage is of importance to the study as it has implications on an individual's health and mortality. Higher mortality risk is reported on unmarried individuals caused by poorer health more than the married counterparts (Monzali et al., 2007). Management of teachers by the employer can best be done to healthy and energetic teachers who are ready to perform their duties as required. Table 4.3 gives the number and percentages of marital status of both teachers and principals who formed part of the study.

**Table 4.3:** *Marital Status of Teachers and principals*

<b>Respondents</b>	<b>Married</b>	<b>Single</b>	<b>Total</b>
Teachers	292 (87.2%)	43 (12.8%)	335 (100%)
Principals	74 (96.1%)	3 (3.9%)	77 (100%)
<b>Total</b>	366 (88.8%)	46 (11.2%)	412 (100%)

The results in Table 4.3 shows that out of the 335 teachers who responded, 43 (12.8%) were single and 292 (87.2%) were married. Similarly, out of 77 principals, 3 (3.9%) were single and 74 (96.1%) were married, confirming that, significant majority of teachers and principals were married. Marriage is a respectable social institution and friendly coexistence resulting from it enhances effective leadership skills. A collaborative culture and positive environment can best be created by a married person who understands best the family (Hosler, 2013). Marital status makes an individual feel loved, protected and also makes them belong to a specific family, therefore as one of the basic human needs it makes one feel that one of the



basic human need are met hence will make them be motivated in their work thereby performing as required, which is in line with (Vegas & Umansky, 2005) views.

The finding of the study conforms to a study by Gu (2014) which stated that, in most cases, married people are always committed to their families and it is also believed that they can build self-efficacy and commit their own personal wellness and growth for the benefit of their learners and their fellow teachers. However, Abbot (2012) findings does not concur with the finding as it stated that single parenting can contribute to a child's academic performance just like in a two parents' family.

From the findings, schools headed by married principals are more than those headed by single teachers; this is because good upbringing of an adolescent can best be done by both parents who will offer both social and financial concerted efforts. There is stability formed as a family because most principals have complete families meaning majority of them, still embrace the foundation of a family as leaders and the strength of the society lies with them and ones you have a family that depends on you as the provider, you will strive to work hard to support the family and any other person who will depends on you as the principal like the students, teachers and the subordinate staffs.

The single status of the teachers could be because of divorce, by choice, death, through separation and even through recent recruitments where the newly appointed youths have a trend where they view employment as first priority as opposed to starting a family. Mayse (2016) affirms that in Expectancy theory of motivation, children learn by observing what they see hence when the teachers decides to remain single, the learners will also assume that, at a later stage as a way to go, this will lead to lack of continuity in terms of organization and development, hence a disorganized society.

From the study, most learners with the desired behavior which usually influence the academic achievements are attributes to the best upbringing by the parents and the teachers. As an individual, no parent would wish to have a child or children who cannot be able to fend for the basic human needs by themselves. It is therefore outright, that the teachers' as parent will ensure that the learners are all monitored to be what the society would wish them to be as a way of helping the whole society.

#### 4.3.4 Academic Qualification

Educational level to some extent promotes preparedness as it improves a person's access to knowledge, psychomotor abilities, and cognitive skills, according to Kazmi et al. (2011). It was therefore necessary for the research to get responses on the academic qualification for the respondents as shown in Table 4.4.

**Table 4.4:** Distribution of Highest Level of Academic Qualifications

Respondent		Academic Qualification				Total
		Doctoral Degree	Master's Degree	Bachelor Degree	Diploma	
Teachers	<i>Frequency</i>	2	80	188	65	335
	<i>%</i>	.6	23.9	56.1	19.4	100.0
Principals	<i>Frequency</i>	0	28	49	0	77
	<i>%</i>	0	36.4	63.6	0	100.0

Table 4.4 indicates that, out of the 335 teachers who participated in the study, 2 (.6%) attained Doctoral degree, 80 (23.9%) had Master's degree, 188 (56.1%) attained Bachelor of Education degree and 65 (19.4%) were Diploma holders. On the other hand, out of the 77 principals involved in the study, 28 (36.4%) attained master's degree in Education and majority 49 (63.6%) were Bachelor of Education degree holders. The distribution in terms of academic qualification indicates that majority of teachers and principals of public secondary

schools attained Bachelor of Education degree, followed by master's degree, then Diploma in Education, and the least in number were Doctoral degree holders. This means that teachers and principals of public secondary schools in Migori County had the minimum required expertise to perform for better outcomes. The findings conform to the study done by Khan (2013), UNICEF-Uganda (2017), and Martin (2010) as they all confirmed the importance of educational level in relation to performance.

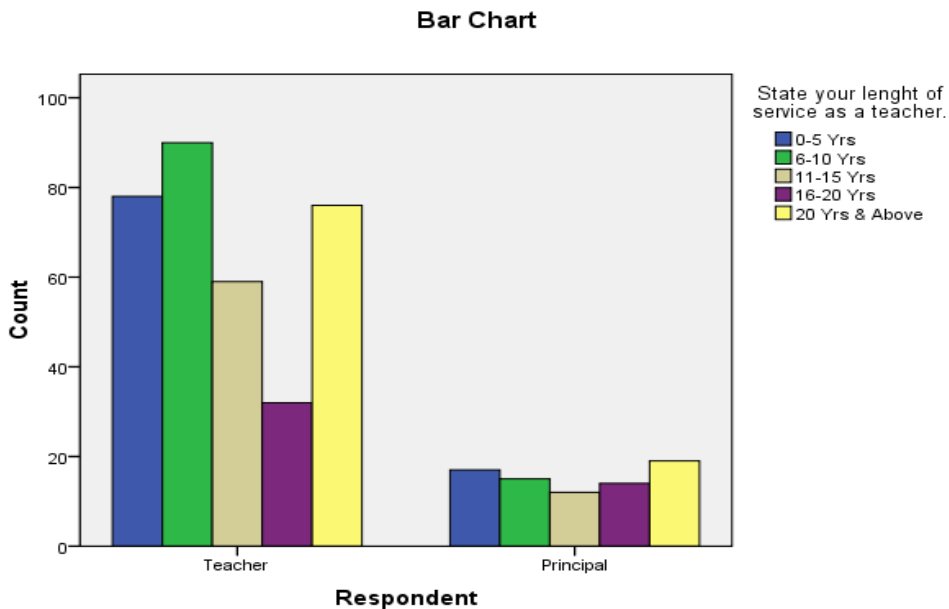
The TSC could be reluctant to recognize the teachers who have acquired doctorate as they see them as people who are mostly leading to other areas of employment where they can get better pay like lecturing in universities as they will serve for more years and get more salaries onto what the TSC is offering them. With the introduction of open distance learning by universities, teachers have opted to further their studies with the major reason of progressing in their career which come along with salary increment hence the steady growth of teachers with master's degrees. It is stated in the TSC Act (2012) that all the secondary school principals and their deputies seeking promotion must have at least a master's degree in education as the minimum requirement, as a result, most principals who had bachelor degrees went back to acquire the second degrees that contributed to the rise of master degree holders in public secondary schools in Migori county.

Most teachers have bachelor degrees because it's the basic requirement for teachers who would wish to teach in a secondary school. Diploma certificates was once a requirement for teachers in secondary schools, but it was faced off as colleges that offered diploma certificates were done away with and most of them were converted to constituents of other universities. The study findings conforms with (Nzomo 2017) views which states that, the more knowledgeable the teacher is, the better for him as he will apply the knowledge acquired and will be ready to research more on his area of specialization while executing the duty.

Therefore, the employer should encourage teachers to develop their career by going back to school to be able to acquire more knowledge and skills.

### 4.3.5 Length of Service

Longer-tenured teachers get more expertise and are familiar with all the techniques that can be utilized to motivate students to perform. On the other hand, teachers who have taken a shorter period of time will have a long way to go for them to perform as the latter. The study, therefore, sought to determine teachers and principals length of service. The result obtained on distribution of length of service is illustrated in figure 3.



**Figure 4.2: Distribution of Length of Service as a Teacher or a Principal**

Figure 4.3 presents the frequencies on the length of service as a teacher or as a principal. The figure shows that out of 335 teachers, 78 (23.3%) teachers had work experience of less than 5 years, 90 (26.9%) had worked for between 6-10 years, 59 (17.6%) had 11-15 years of work experience, 32(9.6 percent) teachers had worked for 16-20 years, and 76 (22.7%) teachers had worked for over 20 years. This shows that Teachers Service Commission had fairly and consistently conducted recruitment of teachers over the past years in Migori County, Kenya.

Also, in regard to the school principals, 17 (22.1%) had work experience of less than 5 years, 15 (19.5%) had worked for between 6-10 years, 12 (15.5%) had 11-15 years of work experience, 14(18.2%) principals had worked for 16-20 years, and 19 (24.7%) principals had worked for over 20 years. The result shows that Teachers Service Commission had fairly and consistently implemented recruitment and deployment policy over the past years in Migori County, Kenya.

The findings conform to what is contained in the TSC Act 12 of 2012, where the employment is done considering the existence of available positions in the approved established employment databank. In this, there are some subjects that have been introduced in the secondary schools that were not there before; these subjects can best be handled by the young teachers who are more conversant with technology which was one of the emerging issues sometimes back. Information and Communication Technology as a subject is one of them. There are some subjects that can best be handled by the young energetic teachers as they require a lot of practical.

There are many factors that attributed to different percentages of teachers in the schools. At one point in time, teachers can opt to get better paying jobs and leave teaching, a view in line with (Charamie et al., 2007) and (Muchanje et al., 2016). Other causes for varied percentages could include death which can be caused by diseases, accidents and underlying diseases brought about by old age. More teachers have taught between 6-19 years because of the implementation of CBA that was fully implemented in 2010 as discussed by (Benard et al., 2014).

Another reason for the high employment rate of teachers could be as a result of establishment of secondary schools attached to every primary school within the county which came as a result of a hundred percent learners' transition from primary to secondary. For it's success, the

government had to ensure that Secondary School Education is free. On the other hand, some teachers would prefer staying with TSC as their employer because it will give them a sense of security in form of pension packages, lump sum and monthly allowances in their old age (Olurotimi 2015).

From the above discussion, the population of teachers in secondary schools has steadily risen. This could be brought about by the introduction of free secondary education which ensures that there is complete learners' transition from primary to secondary as stated by Etomes and Mulua, (2019) hence making population of learners in high schools to rise. When the population of the learners rises, the employed number of teachers also increases to counter the ratio of learner to teachers.

#### 4.3.6 Years in Current School

When the teacher stays in one given station, they get to know the needs and any other important information that will make the learners perform. The length of stay therefore is important as it help the teachers know what to and how to get the required teaching learning materials for better performance as shown in Table 4.4.

**Table 4.5:** Years in Current Institution

Respondent	Years in Current Institution						Total
	0-5 Yrs	6-10 Yrs	11-15 Yrs	16-20 Yrs	20 Yrs & Above		
<b>Teachers</b>	F	139	157	20	12	7	335
	%	41.5	46.9	6.0	3.6	2.1	100.0
<b>Principals</b>	F	41	16	14	6	0	77
	%	53.2	20.8	18.2	7.8	.0	100.0

Table 4.5 indicates that out of 335 teachers, majority 157 (46.9%) teachers had worked in current station for between 6-10 years, 139 (41.5%) had worked in their current station for less than 5 years, 20 (6.0%) had stayed for 11-15 years in the station, 12 (3.6%) teachers for

16-20 years, and 7 (2.1%) teachers had worked for over 20 years in their current station. However, for the school principals, the study observed that majority of 41 (53.2%) principals had worked in their current station for less than 5 years, 16 (20.8%) had stayed in the work station for 6-10 years, 14 (18.2%) had worked in the current station for 11-15 years, and 6 (7.8%) principals had worked for 16-20 years in one station. The TSC policy states that a teacher should stay in one particular station for five years before being transferred. But from the statistics, it's outright that government does not walk its talk to the latter as there are principals who have stayed in one particular school for over six years.

In relation to this study, the school culture is very important as it spells out and recognizes the practices and norms being followed in the schools and the roles that are taken by parents towards motivation of the teachers. Angus et al. (2009) affirmed that, school principals who wants to improve on student academic achievement should look into the school culture by working on the association amongst themselves and education stakeholders. Government policies forms the basis where all the activities done in the school and resolutions made are carried out therefore teachers should be guided by these policies.

The length of stay taken in each working environment will make one be conversant with every happening in that environment. Therefore, teachers who have stayed in one station for a longer period can be able to influence the learners' performance both negatively and positively.

#### **4.4 Teachers Service Commission Incentives on Teachers' Performance**

The first objective of the study was: To determine the influence of Teachers Service Commission incentives on teachers' performance in public secondary schools.'

In order to realize the objective, the respondents were asked to respond to question items in the questionnaire, interview schedule, and focus group discussion (Hemming, 2011). The quantitative responses in the questionnaire were then analyzed using descriptive statistics and presented in Tables 4.6 to 4.10, whereas qualitative responses were analyzed and used to corroborate the quantitative findings and discussed.

Tables 4.6 and 4.7 present the results of analysis to the quantitative responses of teachers and principals in the questionnaires, on the status of TSC incentives; both monetary and non-monetary in form.

**Table 4.6: Views of Teachers on the Status of Influence of TSC Incentives**

Statements	Freq	%	Mean	SD	Freq	%	Mean	SD
Commuter allowances offered by TSC is enough to facilitate my movement to school which help me cover the syllabus on time	195	48.2	2.41	1.05	140	34.6	1.73	0.75
Medical allowance offered by TSC is not adequate to help me be able to address the teaching content and outcome successfully	186	55.4	2.77	1.29	149	44.4	2.21	1.03
Teacher of the year award boost the morale of teachers in addressing the learning content and outcome	204	60.9	3.04	1.23	131	39.1	1.95	0.78
Recognition of the teachers in different areas make them improve on maintenance of student discipline	218	65.1	3.26	1.14	117	34.9	1.74	0.61

**Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

From Table 4.6 it can be noted that 34.6% of the respondents considered commuter allowances offered by Teachers Service Commission inadequate to facilitate movement to and from school, on the other hand 48.2%, considered it adequate thereby facilitating low coverage of the syllabus ( $M=2.41$ ,  $SD=1.05$ ). The other items stated as allowances by the teachers which included medical had 55.4 % endorsement with a moderate mean rating ( $M=2.77$ ,  $SD=1.29$ ) while 44.4% did not endorse. Teacher of the year award was endorsed by 60.8% of the teachers and with a moderate mean rating ( $M=3.04$ ,  $SD=1.23$ ) and opposed by 39.1%. Majority of the respondents (65.1 percent) strongly agreed that recognition of the



teachers in different fields had moderate influence ( $M=3.26$ ,  $SD=1.14$ ) as the minority of 34.9% did not consent. This gives an impression that amongst the motivators listed, commuter allowance has the lowest level of influence on teachers' performance. This could be attributed to the daily expenses on transportation as the teacher must go to and come from school yet what is paid as transport is quite low. Even though, Al Tayyar (2014) in his work explained that, workers' remuneration is an incentive centered to their personal finances and their social standings, commuters' allowances has not been sufficient enough to meet the teachers' cost of travelling.

The principals also gave their views on the status of influence of TSC incentives on teachers' performance as shown in Table 4.7.

**Table 4.7: Views of Principals on the Status of Teachers Service Commission Incentives**

Statements	Freq	%	Mean	SD	Freq.	%	Mean	SD
Commuter allowances offered by TSC is enough to facilitate my movement to school which help me cover the syllabus on time	43	55.8	2.18	1.09	34	44.12	1.72	0.86
Medical allowance offered by TSC is not adequate to help me be able to address the teaching content and outcome successfully	46	59.7	2.77	1.41	31	40.23	1.86	0.95
Principal of the year award boost the morale of teachers in addressing the learning content and outcome	49	63.6	3.17	1.09	28	36.34	1.81	0.62
Recognition of the teachers in different areas make them improve on maintenance of student discipline	50	64.9	3.23	1.04	27	35.04	1.74	0.56

**Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

From Table 4.7 it can be observed that 44.12% of the principals consider incentives offered by Teachers Service Commission adequate, while 55.8% considered it inadequate to facilitate performance thereby influencing low coverage of the syllabus as signified by principals' performance rating on commuter allowance as ( $M=2.18$ ,  $SD=1.09$ ), 59.7 percent of the respondents noted that medical allowances is influenced by a moderate mean rating ( $M=2.77$ ,

SD=1.41) and on the other hand 40.23% did not agree with a low mean rating (M=1.89, SD=0.95). Principal of the Year Award was signed by 63.6% of the respondents with moderate mean rating (M=3.17, SD= 1.09) while 36.34% did not assent. 64.9 percent of the respondents agreed that recognition by TSC in different areas has moderate influence at (M=3.23, SD=1.04). The findings could be as a result of the high cost of living brought about by the high cost of basic commodities, increased transportation cost, increased house rent, and high cost of medical products as all these are brought about by the raised economic status of the country, as a result, any incentive offered to the principal do not add value to their standards of living.

Independent two sample t-test was further used to test the statistical significant difference between the status of influence (mean ratings) of the sets of data between the teachers and the principals as indicated on Table 4.8.

**Table 4.8: Independent sample t-test on the Status of Influence of TSC Incentives**

Statements	Res	Mean	SD	t-test Sig. (2 tailed)
Commuter allowances offered by TSC is enough to facilitate my movement to school which help me cover the syllabus on time	Teachers	2.41	1.05	t(410)= 1.703, p= .089
	Principals	2.18	1.09	
Medical allowance offered by TSC is not adequate to help me be able to address the teaching content and outcome successfully	Teachers	2.77	1.29	t(410)= .006, p= .996
	Principals	2.77	1.41	
Teacher of the year award boost the morale of teachers in addressing the learning content and outcome	Teachers	3.04	1.23	t(410)= -.836, p= .403
	Principals	3.17	1.09	
Recognition of the teachers in different areas make them improve on maintenance of student discipline	Teachers	3.26	1.14	t(410)= .162, p= .871
	Principals	3.23	1.04	

### **Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High.

From Table 4.8 it can be noted that teachers and principals consider commuter allowances offered by Teachers Service Commission inadequate to facilitate movement to and from school and this could lead to low syllabus coverage as indicated by teachers' and principals' low ratings ( $M=2.41$ ,  $SD=1.05$ ) and ( $M=2.18$ ,  $SD=1.09$ ) respectively. The independent samples t-test result indicates that all the p values were greater than the set value ( $\alpha$ ) for the level of significance, therefore confirming that there is significant influence of the concerned variable on teachers and principals performance in public secondary schools.

Based on comparative views, the t-test results which compared the views of the principals and of the teachers' as shown in Table 4.8 are in agreement with Nick and Nataha (2019) views when they argued that teacher' allowances have not been upgraded for quite a while though, there is rise in the cost of living, creating day to day worries surrounding housing, transport, daily expenses and medical bills in developing countries where Migori County fall in as one of the counties in Kenya.

To test the hypothesis for the first research question;

***H<sub>01</sub>: There was no significant influence between Teachers Service Commission incentives and teacher performance in Public Secondary Schools in Migori County, Kenya;*** data on the views of teachers on status of TSC incentives (Table 4.6) and teacher performance were used in Correlation analysis to establish the influence. The result of analysis is presented in Table 4.9.

**Table 4.9: Influence of TSC Incentives on Teachers' Performance**

Item		TSC Incentive	Teachers' performance
TSC Incentive	Pearson Correlation	1	.169**
	Sig. (2-tailed)		.002
	N	412	335
Teachers' performance	Pearson Correlation	.169**	1
	Sig. (2-tailed)	.002	
	N	335	335

\*. Correlation is significant at the .05 level (2-tailed).

From table 4.9 it can be observed that at .05 percent significant level, the observed p value is .002 which is lower than the set p value ( $\alpha=.05$ ), hence there is enough statistical evidence to reject the null hypothesis and accept the alternative hypothesis. There was statistically significant influence between Teachers Service Commission incentives and teacher performance in Public Secondary Schools within Migori County, Kenya. It can also be concluded that incentive programs offered to teachers by the employer has weak positive influence ( $r=.169$ ) on timely syllabus coverage, choice of effective teaching pedagogy and maintenance of student discipline in secondary schools. Ndjuyue and Tandika (2019), Bennel et al. (2002) and Ezekiel (2012) supports the findings by affirming that: If the teachers cannot easily meet their financial obligations due to poor remuneration, their social status will be compromised and the community from where they come from will view them as people who cannot fend and easily meet their daily needs.

#### **4.4.1 Discussions on the influence of TSC incentives on teachers' performance**

Teachers' allowances in most developing countries have not kept up with the rise in the cost of living for a period of time. This has made teachers not to value the incentives offered to them as of importance as shown in Table 4.5 rating the findings to be low even though, Vegas and Umansky (2005) expounds that, professional rewards awarded to the principals can act as strategies designed to stimulate the higher motivational needs of other teacher as these relate to teachers' recognition and prestige in the society.

As a motivator, effective monetary incentives stated in form of allowances as shown in Table 4.5 given to teachers in any institution is one that achieves the psychological principles of tying motivation and recognition to produce the required results (Jacob & Lewit 2003). In support of these findings, financial incentives for teachers can be successful if carefully managed, but badly conceived incentives have minimal impact, according to Imberman (2015). Some teachers have been forced to use their specific monetary allowance as a subsidy for other priorities like buying of their daily meals, paying for their house rents, and other basic needs which they view as a priority over other needs, thus, transferring specific allowances for other uses. On the other hand, salary is used as transport to work. All these mix up is seen because the upgrading of teachers salary and the allowances have taken a while without being implemented.

Findings from the focus group discussions also confirmed that, there is very minimal motivation provided by the Teachers Service Commission through the incentives that can help enhance teachers' performance which can translate to students' academic achievement as discussed from FGD site 2 and FGD site 5 which noted;

“Commuter allowance motivates some teachers to work beyond normal working hours from 8am to 5pm during weekdays.” (Male Teacher, 45 years, FGD site 2)

“Allowances are not for all teachers; the better allowances are for administrators. This demotivates teachers from diligently attending to duty and hence affecting promoting students' discipline because some of us develop liberal attitude towards some forms of students' indiscipline” (Male Teacher, 40 years, FGD site 5)

The responses indicate that teachers have mixed opinion on influence of commuter allowance on early syllabus coverage (Abd-El-Fattah, 2010). The administrators have other allowances as compared to the other teachers; this makes the classroom teacher demotivated as they feel that their plight is not well taken care of. Most principals stay in the school compound for

ease of management and at the same time teachers who don't stay in the school compound are paid the same amount of house allowances if they fall in the same job group as the principals.

From the discussion, some teachers believe that the discipline of the learners will depend on how these learners view their teachers' economic standards which determine their wellbeing like the type of a house a teacher is living in, the type of school where the children of the teachers goes to, thus, the economic status of the teacher. In some instances, teachers will opt to get affordable houses which can be away from the school, this can interfere with their arrival time to work hence interfering with the syllabus coverage.

The cost of fuel has kept on rising day by day prompting the stake holders in transport industry to increase the cost of transport yet the employer has not considered increasing the amount of allowances offered as commuter allowance.

Teachers residing away from their work station find it difficult to move to work after the small amount of monetary allowance offered inform of commuters' allowance is depleted at times leaving them with no other options but to trek to their work station or going for other ways of acquiring other modes of transport like higher purchase of personal cars or motorcycles that they will have to pay for through check off system or loans which normally have very high interest rates.

Similarly, one of the Sub-County Director during an interview concurred with the finding that commuter allowance has low influence on teachers' syllabus coverage in schools, when he asserted that;

“Commuter allowance has no link to syllabus coverage since teachers have taken loans based on their cumulative salary so there is no commuter allowance as separate money to influence syllabus coverage.” (SCDE 3)

Therefore, suggesting that commuter allowance provided by Teachers Service Commission is inadequate and could not motivate teachers to work towards early syllabus coverage in secondary schools.

With regard to medical allowances by Teachers Service Commission, the study established that teachers and principals regard the medical schemes provided inadequate to take care of teachers' health issues and challenges. The independent samples t-test result indicates that there was no significant difference, between the ratings of teachers and principals suggesting that both teachers and principals had the same opinion that the medical scheme offered by Teachers Service Commission moderately influences teachers in addressing teaching content and outcome.

The study's findings concur with the TSC Collective Bargaining Agreement (2012) which identified medical allowance as one of the monetary incentives that can make teachers be rejuvenated to perform better in their work (Ozoemena 2013). When the health conditions of the teachers and their family members are well taken care off, they will have less stress and will practice effective coping skills while on duty , this will lead to good performance without any interference (McManis 2020).

The responses from focus group discussion sites indicated that teachers differed in their views on influence of medical allowance in addressing teaching content and outcome. Two teachers in FGDs site 4 and 3 had this to say;

Medical allowance provided to teachers facilitates early settlement in work and therefore make teachers to be more psychologically involved in teaching. As a result, promotes early syllabus coverage” (Male Teacher, 47 years, FGD site 4)

“Allowances cannot make teachers put more effort in performance of their duty. For instance, the house allowance provided for teachers in my consideration is minimal to afford securing self-contained housing facilities for some of us living in urban set up.” (Female Teacher, 38 years, FGD site 3)

From the statements, it can be noted that teachers appreciate the allowances as it helps them settle and get services like health services but with mixed opinions on the level of satisfaction. Timothy (2020) also explains that, teachers' health and some of the challenges experienced at workplace can directly affect their work performance. Hence the medical allowance offered should be able to cater for all their medical bills as opposed to the current one which covers specific treatment.

Poor conditions and low prestige accorded the teaching profession by the employer and by the community may make them not be able to attract the learners they teach aspire to be teachers in future as supported by (Nick and Nataha 2019) or even make them be able to cover the syllabus on time, address learners content and be able to monitor the students' discipline.

The monetary medical allowances is usually offered inform of services like NHIF. This usually restricts teachers to be treated in specific hospitals. This may not auger well with all the teachers who may wish to get health services from other hospitals of their choices and in case they want to be attended to by specific doctors of their choices, they will be forced to use their own money to pay for the bills.

On the influence of teacher of the year award, the independent samples t-test result in Table 4.7 shows that there was no significant difference, between the ratings of teachers and principals, implying that both teachers and principals hold the same view that teacher of the year award (TOYA) had moderate influence on boosting the morale of teachers in addressing the learning content and outcome. This was consistent to the focus group discussions finding that teacher of the year award is marred with a number of challenges which make them believe that there is no fairness in identifying the best teacher.



In line with teachers' individual performance Martin (2010) explains that, teachers who handle final classes are the ones rewarded when the results are out favoring just a section of teachers especially those handling examination classes yet other teachers are equally important in the upbringing of the learners from the lower forms. Castilo (2010) also affirms that, when an institution wants to nurture productivity among its employees, one way of employee motivational program can be giving incentives, targeting all teachers and not just individuals as group incentives are offered in line with students' achievement which is a concerted effort of all the teachers in a specific school (Fryer 2011) as always practiced, just a section of teachers in a school are usually rewarded for performance of learners.

The finding on TOYA is supported by Nzuve (2010) affirming that, an employer can influence his employees by identifying attainment through praise, material awards and even holding meetings to monitor and consult individuals' progress thus rewards given to specific individual can facilitate their level of performance.

Participants in different FGDs made the following sentiments to express their views on the program;

“There is no need for identifying teacher of the year (TOYA) because several schools perform as a group and not as individuals, so by identifying one teacher as the best is not logical and has very little motivation on teachers. Similarly, the entry behavior of students is different; hence, leading to placement of learners in different secondary schools. Therefore, the admission criteria do not allow for fair competition since admission is not randomized, but based on performance of learners.” (Female Teacher, 32 years, FGD site 5)

“TOYA program is counterproductive: All teachers work hard to ensure that their learners perform well hence when just one teacher is identified, it proves that the teacher is vindicated on an issue that is not directly his/her achievement as it is not the teacher doing the exam but the learner(s).” (Male Teacher, 34 years, FGD site 2)

“I do not support teacher of the year award program. There is a lot of biasness in identifying the teacher of the year. Otherwise, award should be given to all teachers in the winning school.” (Male Teacher, 41 years, FGD site 3)

“School performance is a concerted effort hence by rewarding some specific individual teachers is a sign of discrimination and demotivate the rest of teachers. The performance index could be because of individual student’s effort or intellectual ability of students and not the teacher.” (Female Teacher, 50 years, FGD site 4)

“The Teachers Service Commission should look into the individual performance of the teachers in line with the working environment and the nature of the school in terms of type and category.” (Male Teacher, 38 years, FGD site 3)

However, a participant in focus group discussion site 1 emphasized the importance of teacher of the year award in motivation of teachers. He said;

“Teacher of the year award is very important since teachers mostly get motivated to effectively and efficiently perform for a reason.” (Female Teacher, 32 years, FGD site 5)

The study reveals that certification which is a non-monetary way of motivating the teachers by Teachers Service Commission moderately motivate the teacher to complete the syllabus on time (Dee & Wyckoff, 2013). On the other hand, Imberman (2015) when looking into the effectiveness of incentives states that, the credentials have little impact on students’ performance. Nonetheless, teachers’ quality is very important.

Sub-County Director 5, upon being interviewed explained that rewarding teachers through non-monetary, thus certification, influences teachers to enhance their performance because the certificates issued are normally linked to the nature of job accomplished and can therefore act as an evidence in professional career development. This is in line with Barasa (2015) idea when he stated that some teachers would like being recognized through certification and this makes them improve in their work to achieve a certain level of recognition. This implies that for efficiency in motivating teacher performance, Teachers Service Commission should therefore adopt incentives that link up to the performance.

In support of the above findings, Glewwe et al. (2010) and Barasa (2015) states that, teachers who are non-performers should be fired as they themselves should lead by example to help in motivating other teachers. This is because the teachers may be role models of their learner.

It was confirmed from the focus group discussions that teachers preferred that their employer recognizes their individual effort. Some of the sentiments made by participants included;

“Recognition makes you as a teacher confirm that your effort is valued and helps in building a sense of security thus motivates one to continue serving zealously.” (Male Teacher, 33 years, FGD site 4)

“Teachers Service Commission infrequently recognizes individual teachers’ effort. This affects motivational levels of teachers because however much you struggle nobody recognizes; so you just work at your pace. Where our employer has failed is the reliance on principals as the agent, yet some principals exploit the opportunity to serve their own interest.” (Male Teacher, 43 years, FGD site 2)

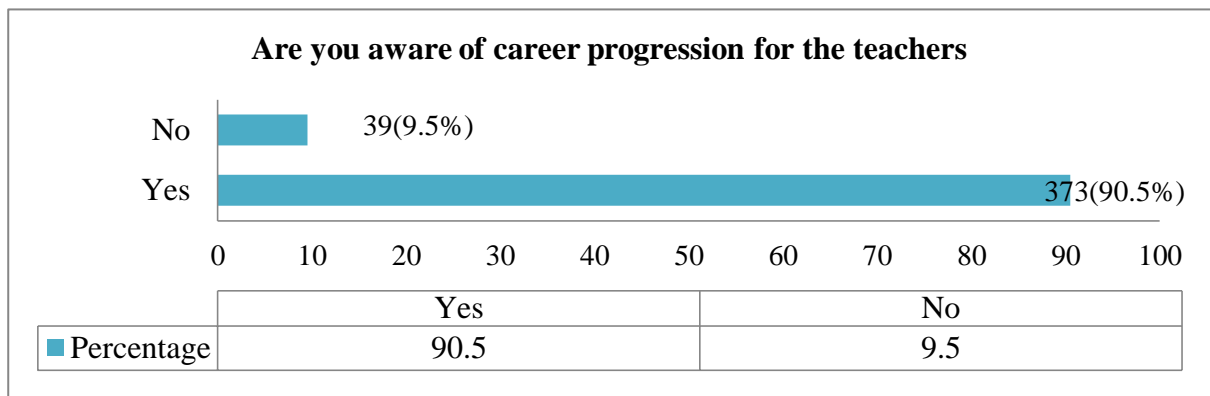
This demonstrates that the use of recognition as an incentive has been given little focus by the Teachers Service Commission and therefore negatively affects teacher performance. This is in line with the observation made by Sub-County Director 3, who acknowledged that exemplary teacher performance was rewarded through cash awards, staff tours, issuance of certificates and various awards during education days organized by the TSC County Director of Education. These rewards are usually offered by the community and other interested bodies towards education leaving behind the employer who usually focuses on certification which have very low effect on teacher performance. Though the education days are usually organized by the TSC in conjunction with the school stake holders, they play very little role in terms of funding the occasion as supported by (Dalton et al., 2019) who affirmed that TSC has not made it a major priority of awarding the teachers.

From the findings of the study, it can be established that the allowances offered in form of incentives both monetary and non-monetary by Teachers Service Commission to teachers, do not influence their performance in any way. Thus, the effects that these incentives impart on the teachers are not enough to make them perform their duty leading to students’ academic achievement in Migori County.

#### 4.5 Teachers Service Commission Career Progression on Teachers' Performance

The second research question of this study stated: To what extent does the Teachers Service Commission's career development affect teachers' performance in Migori County's Public Secondary Schools?

The respondents were asked if they have ever heard about career progression in their respective schools and table 4.9 shows the responses given.

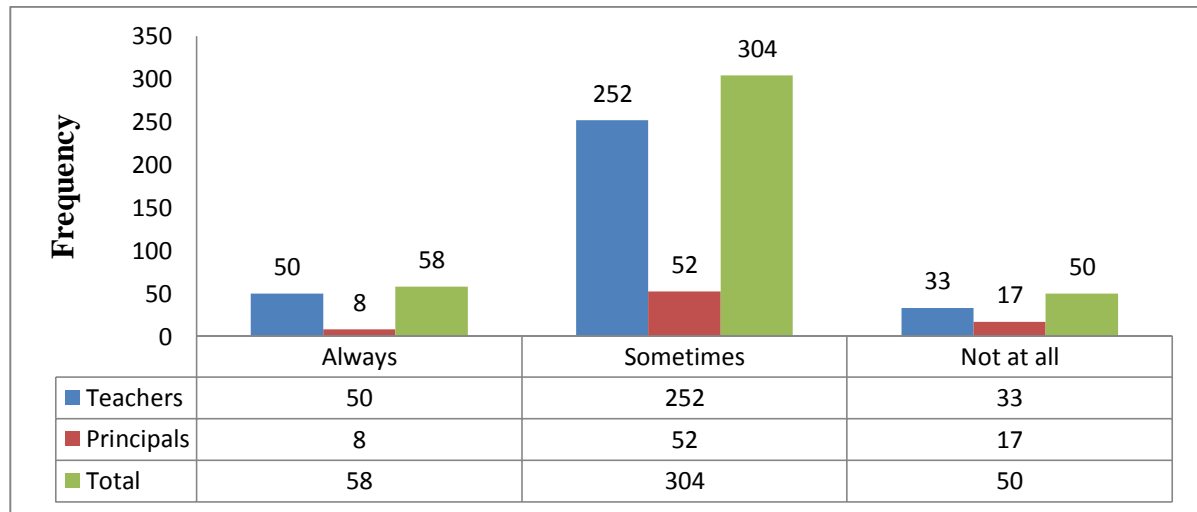


**Figure 4.3:** Views of Teachers and principals on Knowledge of Career Progression

Table 4.10 shows that 373 (90.5%) teachers and principals were aware of career progression while 39 (9.5 %) were ignorant. This suggests that majority of teachers and principals have professional knowledge on career progression and therefore, would acknowledge its importance in enhancing teachers' performance. This finding was clarified by teachers' and principals' comments to open-ended question which pointed out the importance of career progression in motivating teachers to promote and maintain students' discipline, effectively addressing learning content and outcome, and boost morale of teachers for timely completion of syllabus.

Career progression was operationalized as professional development and promotional opportunities. The quantitative and qualitative responses of respondents to the questionnaires, interviews and focus group discussions were analyzed, interpreted and discussed.

The teachers and the principals were asked how frequent they got opportunities for professional development in their schools and the responses in figure 5 were given.



**Figure 4.4:** Views of Teachers and Principals on Professional Development Opportunities

Figure 4.4 shows that a total of 58 (14.1 percent) teachers and principals always had professional development opportunities, majority 304 (73.8 percent) teachers and principals sometimes had professional development opportunities, and 50 (12.1 percent) teachers and principals never had professional development opportunities in their schools. The result point out that the available teacher professional development opportunities were very few as compared to qualified teachers. These findings corroborate with the analysis from qualitative data which included the responses of the teachers, the principals and the sub-county directors of education. It emerged that there is awareness of professional development opportunities that had positive effect on teacher performance as reflected by majority 304 (73.8 percent) of the respondent.

The findings are supported by (Mtahabwa 2015) when he stated that, lack of teacher professional development opportunities may lead to job dissatisfaction which may lead to absenteeism from school, aggressiveness and sometimes violent behavior against learners and fellow teachers, physical and psychological withdrawal from work place and even poor

academic performance of learners in the national examination. As much as teachers are aware of the professional development programmes, not all of them can be able to upgrade their skills through the programme as more finances are required unless one is sponsored for the training; the extra pay required may not be easily got as some of them will not see it as a priority.

On the other hand, not all that have managed to undergo through the professional development training have seen its importance because these skills acquired are not always recognized by the employer leading to brain drain. Kini and Podolsky (2016) also supports the outcome by stating that teaching experience is positively associated with a teachers' professional development in that, they gain higher experience which progresses as they continue staying in the career. Therefore, more experienced teachers confer benefits to their students and the school at large.

A research done by (Olurotimi 2015) affirmed that, when teachers are given constant heavy duties to perform in school, they will not be able to find time for their professional development. This can lead to poor teaching development skills that are required, as acquisition of these skills should be upgraded and nurtured regularly. Due to the fact that education is a continuous process, it does not stop after one has acquired a degree but continuous until death. Therefore it is better if the teachers are given the opportunity to be career-minded individuals to help them improve on their skills. Cwikla (2003) echoed the sentiments by stating that, professional development should help the teachers to be technological master, collaborative, adoptive, a long life learner and able to advocate for other profession since the goals of the teacher is to impart knowledge.

There are many new emerging issues in education that the teacher should have knowledge on through professional development, failure to which they may not find it easy to handle the

today learner promptly. When the teacher is aware of these emerging issues, they will find the best ways to help handle them without any difficulty through professional development as in views of (Jonyo et al., 2017).

#### 4.5.1 Status of TSC promotional opportunities

The promotion of teachers as one of the sub-variable to career progression was weighted on teachers in relation to the major dependent variables of the study as shown in Table 4.10.

**Table 4.10: Views of Teachers on Status of Influence of TSC Promotional Opportunities**

Statement	Freq	%	Mean	SD	Freq	%	Mean	SD
Promotion from one job group to another influence teachers' ways of maintaining students discipline	261	78.0	3.90	1.07	74	22.00	1.10	0.30
Promotion of a classroom teacher to a senior teacher's position influence the way of addressing learning content and outcome	249	74.4	3.72	1.10	86	25.55	1.28	0.37
Promotion of a deputy teacher to principal influence teachers syllabus coverage	237	70.0	3.54	1.15	98	29.20	1.46	0.47

#### Interpretation of Mean Rating:

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

Table 4.11 results indicates that majority of the respondents (78.0%) noted that promotional opportunities offered by Teachers Service Commission such as promotion from one job group to another influence teachers' level of maintaining student discipline with a high mean rating level (M=3.90) while 22.0% objected at a mean rating of (M=1.10, SD=0.03) , 74.4 percent of the respondents noted that promotion of a classroom teacher to senior teachers' position with a high mean rating level (M=3.72) while 25.5% objected at a mean of (M=1.28, SD=0,37) and finally, 70.8 percent of the respondents noted that promotion of deputy teacher to principal highly influences the syllabus coverage while 29.20% rejected. The high response was further endorsed with a high mean rating of (M=3.54, SD= 1.15). This means that

promotional opportunities highly influence teacher performance in maintenance of students' discipline, addressing learning content and outcome, and timely completion of syllabus.

Table 4.11 further explains the responses of the principals towards Teachers Service Commission Promotional opportunities on Principals' performance.

**Table 4.11: Views of Principals on Status of Influence of TSC Promotional Opportunities**

Statement	Freq.	%	Mean	SD	Freq	%	Mean	SD
Promotion from one job group to another influence teachers' ways of maintaining students discipline	59	76.2	3.81	1.09	18	23.25	0.11	0.33
Promotion of a classroom teacher to a senior teacher's position influence the way of addressing learning content and outcome	55	71.6	3.58	1.12	22	28.64	1.43	0.44
Promotion of a deputy teacher to principal influence teachers syllabus coverage	57	73.8	3.69	1.08	20	25.89	1.29	0.37

**Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

Table 4.11 reveals that over 70% of the respondents agreed that promotion of the principals from one job group to another highly influence the way of dealing with student discipline. This they further supported with a high mean rating (M=3.81, SD=1.12) and just 23.25% at a mean and standard deviation of (M=0.11, SD=0.33) did not accept. It can be observed that 71.6% of the respondents agreed that promotion of classroom teacher to senior position also highly influence the way learning contents and outcome are addressed with a high mean rating (M=3.58, SD=0.44) which has been opposed by 28.64% with a mean of (M=1.43, SD=0.44) and finally 73.8% of the principals noted that, promotion from deputy to principal highly influence teachers syllabus coverage with a high mean rating (M=3.69) a fact that was objected by 25.89% of the principals. The latter can either be highly positive or highly



negative because responsibility comes with some added roles that can make the principals be so committed in leadership activities at the expenses of the actual class teaching. On the other hand, they may wish to perform exemplary well so that they act as the role models for other teachers in their class performance.

Independent sample t-test was further used to test the statistical significant difference between the status of influence of Teachers Service Commission promotional opportunities between the teachers and the principals as indicated on Table 4.12.

**Table 4.12: Independent t-test on the Status of Influence of TSC promotional opportunities**

Statement	Res	Mean	SD	t-test Sig(2 tailed)
Promotion from one job group to another influence teachers' ways of maintaining students discipline	Teachers	3.90	1.07	t(410)=.731, p=.465
	Principals	3.81	1.09	
Promotion of a classroom teacher to a senior teacher's position influence the way of addressing learning content and outcome	Teachers	3.72	1.10	t(410)=.969, p=.333
	Principals	3.58	1.12	
Promotion of a deputy teacher to principal influence teachers syllabus coverage	Teachers	3.54	1.15	t(410)=-1.01, p=.313
	Principals	3.69	1.08	

**Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

The results from Table 4.12 indicates that promotional opportunities offered by Teachers Service Commission such as promotion from one job group to another, promotion of a classroom teacher to senior teacher position, and promotion from deputy head teacher to principal highly influence teacher and principals' performance on maintenance of students discipline at  $t(410) = .731$ , addressing learning content and outcome at  $t(410) = .969$ , and in timely completion of syllabus at  $t(410) = -1.010$ . In all the three cases, the observed p values

( $p=.465$ ,  $p=.333$  &  $p=.313$ ) are all above the set  $p$  value ( $\alpha=.05$ ). Therefore, there is enough significant influence between Teachers Service Commission’s promotion and teacher performance in public secondary schools in Migori County, Kenya. Specifically, this means that there is significance influence of promotional opportunities on teachers and principals’ performance. The findings are in agreement with (Kerwick-Chrisp and Schuette 2017) who explained that, moving from classroom teaching to administrative positions allow you to take charge and ensure continuous improvements of the learners. Ndiyuje and Tandika (2019) and Nyakongo (2015) also observed that teachers who obtain regular promotion were more motivated to increase their level of syllabus coverage than those who were static on their grades. Olurotimi (2015) further affirmed that promotion and commitment to work were statically and significantly related.

#### 4.5.2 Status of TSC Professional Development Opportunities

The second sub-variables of career progression which was professional development were also analyzed and result presented in Table 4.13 and 4.14

**Table 4.13: Views of Teachers on Status of Influence of**

<i>Professional Development Opportunities</i>									
<b>Statement</b>	<b>Freq.</b>	<b>%</b>	<b>Mean</b>	<b>SD</b>	<b>Freq</b>	<b>%</b>	<b>Mean</b>	<b>SD</b>	
The professional development opportunities offered in my job help me to maintain student discipline	226	67.4	3.37	1.09	109	32.50	1.62	0.52	
The professional development opportunities offered in my job help me to address learning content and outcome	251	75	3.75	.83	84	25.00	1.25	0.27	
The professional development opportunities offered in my job help me cover the syllabus in time	242	72.2	3.61	1.19	93	27.74	1.38	0.45	

**Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

The results in Table 4.13 indicates that over 67 percent of the respondents agreed that professional development opportunities offered by Teachers Service Commission moderately influence teachers performance towards maintenance of student discipline at a mean of 3.37, which was objected by 32.50% (M=1.62 SD=0.52) of teachers, and that it also highly influence teachers performance when addressing learning content and outcome at a mean of 3.75, and highly influence teachers performance in timely completion of syllabus at a mean of 3.61. From the findings, it is outright that majority of the respondents (over 67%) affirmed that professional development opportunities offered by Teachers Service Commission moderately influence teachers performance and on the other hand 27.74% (M=1.38, SD=0.45). Appointing teachers to higher job groups that come along with an increase in salaries to some extent, have not provided enough finances to cater for the rise in the cost of living over a period of time leading to unsettled worries on the cost of living in Kenya. This has made some teachers not to value or seek promotion in their work places because of the poorly defined promotion procedures and the opportunities available (Monyatsi et al. 2022) thereby making them have no urge towards promotion in relation to students' academic performance.

**Table 4.14: Views of Principals on Status of Influence of Professional Development Opportunities**

<b>Statement</b>	<b>Freq.</b>	<b>%</b>	<b>Mean</b>	<b>SD</b>	<b>Freq.</b>	<b>%</b>	<b>Mean</b>	<b>SD</b>
The professional development opportunities offered in my job help me to maintain student discipline	52	68	3.40	.98	25	32.0	1.63	0.47
The professional development opportunities offered in my job help me to address learning content and outcome	57	74.2	3.71	.86	20	26.0	1.30	0.30

The professional development opportunities offered in my job help me cover the syllabus in time	56	73.2	3.66	1.14	21	27.4	1.37	0.42
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**Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

The results in Table 4.14 indicates that majority of the respondents (68%, 74.2% & 73.2% respectively) were in agreement that professional development opportunities offered by Teachers Service Commission moderately influence principals’ performance on maintenance of student discipline at a mean of (M = 3.40, SD = .98), highly influence principals’ level of performance on addressing learning content and outcome at a mean of (M = 3.71, SD = .86), and highly influence principals’ performance in timely completion of syllabus at (M = 3.66, SD = 1.14) which was the highest rating in this table, while on the other hand, (32%, 26% & 27%) rated as very low and low did not agree. The low rating could be attributed to the subject content in dealing with discipline cases which could be different from the principals’ area of specialization and the high response could be attributed to skills and knowledge acquired that can be relevant to the teachers’ area of specialization thus, aiding on timely syllabus coverage as the principal will be conversant on what should be taught.

Further test using Independent two sample t-test was carried out to assess the statistical significant difference between the status of influence of TSC professional development opportunities and result of analysis presented as shown in Table 4.15.

**Table 4.15: Independent t-test on Status of Influence of TSC Professional Development Opportunities**

	Res	Mean	SD	t-test Sig. (2 tailed)
The professional development opportunities offered in my job help me to maintain student discipline	Teachers	3.37	1.09	t(410)=-.240, p=.811
	Principals	3.40	.98	

The professional development opportunities offered in my job help me to address learning content and outcome	Teachers	3.75	.83	t(410)=.331, p=.741
	Principals	3.71	.86	
The professional development opportunities offered in my job help me cover the syllabus in time	Teachers	3.61	1.19	t(410)=-.359, p=.720
	Principals	3.66	1.14	

**Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

The results in Table 4.15 indicates that at .05 significant level, all the observed p values (.811, .741 & .720) were greater than the set P value ( $\alpha=.05$ ). From these statistics, it can be confirmed that there was significant influence between Teachers Service Commission professional development and teacher performance in public secondary schools within Migori County, Kenya. Therefore, professional development opportunities offered by Teachers Service Commission have positive influence on teachers' motivation. Lenairoshi (2017) and Teachers Service Commission code of regulation (2012) all Support the findings by commenting on how teachers' advancement causes them to: appraising, reporting, guiding and helping other teachers to strengthen supervision and continuously monitor performance of teachers in curriculum implementation at the institution level which enhance the relationship between the teachers themselves and the learners as the core values of TSC and their employees is professionalism, attention to detail, morality, originality, and a sense of teamwork.

The study also aimed to quantify the relationship between teachers' performance and career advancement at the Teachers Service Commission. As a result, data on the views of teachers on status of TSC career progression and teacher performance were used in testing the hypothesis;

*H<sub>02</sub>: There is no significant influence between Teachers Service Commission career progression and teachers' performance in Public Secondary Schools within Migori County, Kenya; using Pearson's Correlation analysis to establish the influence. The results are presented in Table 4.16.*

**Table 4. 16:** Influence of TSC Career Progression on Teacher Performance

		Career progression	Teachers' performance
Career progression	Pearson Correlation	1	.246**
	Sig. (2-tailed)		.000
	N	412	335
Teachers' performance	Pearson Correlation	.246*	1
	Sig. (2-tailed)	.000	
	N	335	335

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

The finding in Table 4.16 shows that there is a low positive significant link between teachers' performance and career advancement possibilities at the .05 percent significant level ( $r=.246$ ,  $p=.000$ ). The investigation rejects the null hypothesis and accepts the alternative hypothesis since the observed p value ( $p=.000$ ) is lower than the predetermined p value ( $=.05$ ). This further demonstrates the strong correlation between teachers' performance in public secondary schools in Migori County, Kenya, and career advancement at the Teachers Service Commission. The result of the hypothesis are in line with some researchers who found that teachers were dissatisfied with opportunities for promotion Achoka et al. (2011), Mkumbo (2011) and Mhozya (2007) hence, do not see the major reason for seeking for promotion. Langat et al. (2019) further affirmed that, failure to promote teachers encourages apathy in taking up assigned responsibilities like guidance and counseling which deals with student discipline cases as supported by Emenike (2011) who further suggest that internal appointments can also be done by the school administration to help motivate the teachers.

#### **4.5.3 Discussion on TSC Career Progression on teachers' performance**

As much as the teacher seeking promotion should be kept abreast with the most current affairs, the types of questions asked during the interview should be relevant to the specified profession as this will help enhance the knowledge of the teacher towards the relevant direction. Nick and Nataha (2019) narrates that promotion must be well designed if they are to be effective to the relevant individuals.

Qualitative data from focus group discussions revealed that, career progression have had positive effect on teacher performance and that, promotion have influenced the level of teacher and principal performance despite the challenges faced, as discussed in the excerpts from focus group discussions illustrated;

“Promotion is pegged on tribalism, nepotism and bribery. During promotion the certificates are not fully guaranteed for promotion. The criteria used to get the right candidates for promotion is not well spelt. The questions sometimes given to the candidates at times are not relevant.” (Male Teacher, 45 years, FGD site 2)

“Promotion comes with added responsibilities, so it has reduced my urge to complete the syllabus. Because I want to lead by example, it has made me struggle to complete the syllabus. It has not affected in any way my ability to cover the syllabus.” (Female Teacher, 38 years, FGD site 3)

“With promotion teachers are made to be more responsible, hence they put more effort in their work by checking on the discipline of the learners. Depending on the level of promotion, some teachers get detached from their students while others get more closely to the students hence monitor their level of discipline.” (Male Teacher, 40 years, FGD site 5)

From the excerpts, FGD site 2, noted that teachers express disapproval on conducting of the promotion of teachers. Though, in the TSC Act 12 of 2012, promotion of teachers is based on available positions in the approved established employment databank, relevant qualifications per grade and relevant Teacher Professional Development (TPD) Module. Not all the panels organized to conduct the promotional interviews stick to the requirements hence leading to

one who was not ranked as the best being picked in favor of others who could be having better requirements as supported by Monyatsi et al. (2012) as they stated that, teachers felt dissatisfied by the poorly defined promotion procedures and the opportunities available thereby making them have no value towards promotion.

Promotion comes along with added responsibilities in most cases; it can make the teacher get involved in administrative activities, forgetting the major activity which is the actual classroom work. FGD site 3 stated that promotion makes one work so as to lead by example and also become a role model. Teachers have lately opted to upgrade their educational level by undertaking their second and even third degrees in order to acquire the most relevant educational and knowledge skills but because they don't get any form of motivation, they are usually discouraged with the whole process. At some point the government allowed the teachers to further their studies during the school holidays but currently, the hurdles placed for them are unbearable, hence most have lost interest and given priority of them going back to further their education for other commitments.

From these findings it can be concluded that career progression of teachers does not influence the teachers' level of performance to a large extent. This could be attributed to the fact that the academic certificate acquired after undertaking a career progression course is not recognized by the employer, hence do not add value to the teachers' profession. Watene et al. (2020) are in agreement that teacher professional development ensures improved academic performance as it guarantee expertise in the actual teaching as well as consistency in different areas of specialization and in curriculum awareness.

In addition, Morki (2012) and Charlotte (2011) support the findings by stating that professional development helps in improving teachers' preparedness as they achieve deeper knowledge of the content of various subjects and even making them to stay on job (Charamie



et al. (2007) and Muchanje et al. (2016). The principals should therefore take the front line in prioritizing the professional development of the teachers by providing training time and giving permission for it to take place (Berube et al., 2010).

However, qualitative data from focus group discussions revealed that, although professional development opportunities have had moderate positive effect on teacher performance, the working environment was not conducive to facilitate aspiration of teachers to do the best. The excerpts from focus group discussions illustrate this:

“Professional development is one good aspect of growth as a teacher. However, in teaching profession, this has been bogged down by a number of challenges experienced in career progression; failure on the part of TSC to award job group based on professional development certification, lack of transparency and fairness during interviews, and stagnation in job groups.” (Male Teacher, 40 years, FGD site 5)

“It has been so discouraging to witness our senior colleagues participate in professional development trainings and to their surprise such achievements are not being recognized for upward mobility. This has really made many teachers to give up from performing excellent work.” (Female Teacher, 50 years, FGD site 3)

From the excerpts the study noted that teachers express disapproval on the professional development in teaching career progression programmes. The assertion meant that professional development effort of Teachers Service Commission has not motivated teachers to actualize optimal performance in their job responsibilities as viewed by (Charamie et al., 2007) and (Muchanje et al., 2016) when they argued that the stagnation of teachers in a particular job group even after going through professional development courses may cause dissatisfaction leading to reduction of teacher performance, decreased dedication to the organization, and even worse, teachers leaving for better opportunities. The above observation has been supported by UNICEF- Uganda (2017) as it states that high quality teacher is that who can be able to display the characteristics of resilience by deriving meaning from their work where the professional records are part and parcel of. Article 237(2) and

237(3) of the constitution of Kenya and TSC Act (2012) clearly spell out the roles of TSC as stated by the Sub-County Director 4. Some of these characteristics may be; the teaching standards establishing the basic requirements such as professional and pedagogical skills, mastery of subjects teaching content, professional ethical requirements, planning and implementation, providing feedback and other variables which promote quality teaching.

#### 4.6 Teachers Service Commission Care on Teachers' Performance

The third research question was: To what extent does Teachers Service Commissions Care influence teachers' performance in Public Secondary Schools in Migori County?

The quantitative and qualitative responses of respondents to the questionnaires, interviews and focus group discussions were analyzed, interpreted and discussed based on the sub-variables which were matched deployment and teachers' wellness. Table 4.17, therefore, presents the results of analysis to the responses of teachers on the status of matched decentralization.

**Table 4:17:** Views of Teachers on Status of Influence of Matched decentralization

<b>Statement</b>	<b>Freq.</b>	<b>%</b>	<b>Mean</b>	<b>SD</b>	<b>Freq</b>	<b>%</b>	<b>Mean</b>	<b>SD</b>
Relevant placement enhances my ability to maintain students' discipline	275	82.2	4.11	.92	60	17.0	0.89	0.20
Relevant placement help me in addressing the learning content and outcome	281	84.0	4.20	.74	54	16.0	0.80	0.14
Relevant placement hastens my ability to finish the syllabus on time	279	83.2	4.16	.85	56	16.6	0.83	0.17

#### **Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

From Table 4.17 it can be noted that majority of the respondents (over 80%) agreed that, the relevant placement of teachers highly enhances their ability to help maintain students discipline with a high mean rating (M = 4.11, SD = .92), teachers' learning content and outcome with high mean rating (M=4.20, SD = .74) and finally, hastens the teachers ability to

complete the syllabus with the highest mean rating (M=4.16, SD = .85). These ratings were opposed by 17% (M=0.89, SD=0.20), 16% (M=0.80, SD=0.14) and 16% (M=0.83, SD=0.17) respectively. From the findings, it can be concluded that when the Teachers Service Commission ensures that every teacher is relevantly placed as per their area of specialization, they will be highly motivated in their work leading to high performance from their learners as they will be doing what they like and know best. Khan (2013) supported the findings by stating that, working in an environment with unskilled personnel exacerbates teachers' demotivation and in turn, the losers will be the students.

Similarly, Table 4.18 presented the results of analysis to the responses of principals on the status of teachers' wellness.

**Table 4.18: Views of Principals on Status of Influence of Teachers' Wellness**

<b>Statement</b>	<b>Freq.</b>	<b>%</b>	<b>Mean</b>	<b>SD</b>	<b>Freq</b>	<b>%</b>	<b>Mean</b>	<b>SD</b>
Relevant placement enhances my ability to maintain students' discipline	65	84.2	4.21	.68	12	15.5	0.77	0.12
Relevant placement help me in addressing the learning content and outcome	64	83.4	4.17	.66	13	16.9	0.84	0.13
Relevant placement hastens my ability to finish the syllabus on time	65	83.8	4.19	.80	12	15.4	0.77	0.14

**Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

Table 4.18 shows that majority (84.2%, 83.4% & 83.8%) of the principals concurred that: the relevant placement of principals enhances their ability to help maintain students' discipline – with a high mean rating (M = 4.21, SD = .68), teachers' learning content and outcome with a high mean rating (M = 4.17, SD = .66) and finally, hastens the teachers ability to complete the syllabus also with a high mean rating (M=4.19, SD = .80) this was opposed by 15.5%, 16.9% and 15.4% of the principals on respective areas. From the findings, it can be concluded that

when the Teachers Service Commission ensures that every school has a qualified principal who has good working experience and relevant skills as per their working environment, they will be highly motivated in their work leading to high performance from the learners in the schools they head. Jasbi (2010) affirms the findings by stating that, the progress of any institution relies on the upward trend of good management system in the school as it will enhance good coordination of human and material resources to achieve the main school objectives which includes student discipline, addressing the learning content and outcome, and timely syllabus coverage.

An analysis of the matched deployment of teachers and principals on their Performance was done in relation to the dependent variables. The findings and the t-test result which compared the views of the two groups is shown in Table 4.19.

**Table 4.19: Independent t-test on Status of Influence of Matched deployment**

	<b>Respondent</b>	<b>Mean</b>	<b>SD</b>	<b>t-test Sig. (2 tailed)</b>
Relevant placement enhances my ability to maintain students' discipline	Teachers	4.11	.92	t(410)=-.900, p=.369
	Principals	4.21	.68	
Relevant placement help me in addressing the learning content and outcome	Teachers	4.20	.74	t(410)=.375, p=.708
	Principals	4.17	.66	
Relevant placement hastens my ability to finish the syllabus on time	Teachers	4.16	.85	t(410)=-.288, p=.773
	Principals	4.19	.80	

**Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

From Table 4.19 it can be noted that the independent two samples t-test results showed that there was no significant variations between teachers mean rating and principals' mean rating on performance in maintenance of students' discipline, addressing learning content and outcome, and timely completion of syllabus. All the observed p values (p=.369, p=.708 & p=.773) were greater than the set p value ( $\alpha=.05$ ). Therefore, it can be confirmed that, relevant placement of teachers and principals' highly enhance the ability to maintain students'

discipline, address learning content and outcome, and finally, timely completion of syllabus. The employer should be transparent and transformative in their job by appointing the most qualified teachers in different offices and relevant jobs as expounded by (Nyakundi 2012) as this will promote a sense of responsibility, leading to proper utilization of the available technical skills that can boost teachers' morale leading to high level of achievement.

The study further sought to investigate other variables related to teachers' wellness. The way teachers rate the type of administration in their respective schools influences their wellness, in that, when the teachers wellbeing are not catered for, their care will be compromised and this will influence their motivational level. Table 4.20 shows the responses from the teachers.

**Table 4.20: Views of Teachers on Status of Influence of Fair and Just Administration**

Statement	Freq.	%	Mean	SD	Freq	%	Mean	SD
Fair and just administration influences teachers' ability to maintain students' discipline	281	84.0	4.20	.91	54	16.1	0.80	0.17
Good administration influences the teachers' way of addressing the learning content and outcome	283	84.6	4.23	1.01	52	15.5	0.77	0.18
Fair and just administration influences the teachers' ability to cover the syllabus	277	82.8	4.14	.88	58	21.1	0.86	0.18

**Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

Table 4.20 shows that majority (over 82%) of teachers as respondents highly agreed on the influence of fair and just administration on teacher performance. The highest mean rating under this category were; ( $M=4.23$ ,  $SD=.91$ ) good administration highly influencing the teachers' way of addressing the learning content and outcome at ( $M=4.23$ ,  $SD=1.01$ ) consequently, fair and just administration highly influencing teachers' ability to maintain student discipline rated at ( $M=4.20$ ,  $SD=.88$ ), on the other hand, the ratings were opposed by

teachers in the following percentages respectively (16.1%, 15.5% & 21.1%). From these mean ratings, it can be observed that, teachers confirmed that fair and just administration highly influences the teachers' performance. When the administrators practice the best leadership skills that are acceptable by every teacher, the working environment will be conducive to all hence enhancing good performance (Kochambo & Murray, 2010).

Study done by (Jasbi 2010) support the findings by stating that, the progress of any institution depends on the development of care system in the particular school that will also lead to good coordination of human and material resources to achieve organizational objectives in a way that is acceptable to the school as a society.

For further investigation, principals' views were further sought and the responses were shown in Table 4.21.

**Table 4.21: Views of Principals on Status of Influence of fair and just administration**

Statement	Freq.	%	Mean	SD	Freq	%	Mean	SD
Fair and just administration influences teachers' ability to maintain students' discipline	66	85.4	4.27	.82	11	14.2	0.71	0.13
Good administration influences the teachers' way of addressing the learning content and outcome	64	82.0	4.18	.82	13	16.6	0.84	0.16
Fair and just administration influences the teachers' ability to cover the syllabus	64	82.8	4.14	.82	13	16.8	0.84	0.16

**Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

The findings shows that most principals (over 81%) agreed that fair and just administration help to improve the level of teacher performance as indicated in Table 4.21. From the mean ratings, principals highly agreed that fair and just administration influences; the ability to maintain students' discipline at a high mean ( $M = 4.27$ ,  $SD = .82$ ), addressing learning content

and outcome at high mean ( $M = 4.18$ ,  $SD = .82$ ) and ability of the teachers' to cover the syllabus at equally high mean rating ( $M = 4.14$ ,  $SD = .82$ ). on the other hand, the following percentages objected the views as stated respectively (14.2%, 16.6%, & 16.8).

From the findings, it is clear that proper leadership and good administration will not only motivate the principals, but will also ensure their wellbeing. Depending on the leadership style of an administrator, the employees can find the working conditions to be either accommodative or not. When the principals are able to handle every teacher as per their individual's strength and weaknesses, the principals will not only have easy time in management but the teachers also will be settled in their work place leading to them being committed to their work and making the learners achieves the stated target as seconded by (Hanson and Hill, 2013).

On the contrary, if the principal is not applying the best leadership style and being accommodative, the teachers will find the working environment to be so tight leading to them not being able to perform as required but to please the administration. In support of the findings, Adedokun (2011) affirmed that, when there is good leadership and the administration is fair to all the staff members, they will feel part and parcel of the school leading to them being motivated and the ability to anticipate and maintains resilience to empower others to create strategic change in their working environment.

Independent sample t-test was further applied to test the Influence of fair and just administration on teachers' performance between the two groups of respondents as shown in Table 4.22.

**Table 4.22: Independent t-test on Status of Influence of Fair and Just Administration**

	<b>Respondent</b>	<b>Mean</b>	<b>SD</b>	<b>t-test Sig. (2 tailed)</b>
Fair and just administration influences teachers' ability to maintain students' discipline	Teacher	4.20	.91	t(410)=-.617, p=.537
	Principal	4.27	.82	
Good administration influences the teachers' way of addressing the learning content and outcome	Teacher	4.23	1.01	t(410)=1.193, p=.234
	Principal	4.08	.89	
Fair and just administration influences the teachers' ability to cover the syllabus	Teacher	4.14	.88	t(410)=-.051, p=.960
	Principal	4.14	.82	

**Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

The results from table 4.22 indicates that the independent two samples t-test showed no significant differences between teachers mean rating and principals' mean rating on teacher performance as a result of fair and just administration. All the p values (p=.537, p=.234 & p=.960) are greater than the set p value ( $\alpha=.05$ ). This suggests that a fair and just administration which is directly related to the teachers' wellness highly influence the ability of teachers to maintain students' discipline, address learning content and outcome, and timely completion of syllabus. Decision making is very important event to the educational stakeholders as it influences the level of teacher performance which can either be negative or positive in one way or the other.

The study therefore sought to check on the influence of decision making which is directly related to teachers' wellness on teacher and principals' performance, with the main aim of looking into the way teachers are given freedom of expression while on duty. From the analysis of responses, the following result in Table 4.23 was made.



**Table 4.23: Views of Teachers on Status of Influence on Participation in decision making**

<b>Statement</b>	<b>Respondent</b>	<b>Yes</b>	<b>No</b>
My participation in decision making in school influences level of students discipline	Teachers	311(92.8%)	24(7.2%)
	Principals	71(92.2%)	6(7.8%)
My participation in decision making in school influences teachers way of addressing the teaching pedagogy	Teachers	277(82.7%)	58(17.3%)
	Principals	69(89.6%)	8(10.4%)
My participation in decision making in school influences teachers level of syllabus coverage	Teachers	278(83.0%)	57(17.0%)
	Principals	70(90.9%)	7(9.1%)

Table 4.23 indicates that 311 (92.8%) of teachers and 71 (92.2%) of principals that responded support that teacher participation in decision making in school influences level of students discipline while only 24 (7.2%) teachers and 6 (7.8%) principals that responded had a different view. Similarly, majority of 277 (82.7%) teachers and 69 (89.6%) principals agreed that teachers' participation in decision making in school influences teaching pedagogy while 24 (7.2%) teachers and 6 (7.8%) principals had a different opinion. In addition, 278 (83.0%) teachers and 70 (90.9%) principals affirmed that teacher participation in decision making in school influences teacher level of syllabus coverage while 57 (17.0%) teachers and 7 (9.1%) principals had different views. Li et al. (2014) also echoes that, good leadership can be supportive to learning environment created by cultivating practices that strengthen the social and emotional health of all teachers and students.

The study further sought to test the hypothesis and establish the influence of TSC care and teachers' performance. In order to test the hypothesis and establish the influence, data on the views of teachers on status of TSC care and teacher performance were used in Correlation analysis. The result of analysis is presented in Table 4.24.

**Table 4.24: Influence of Teachers Service Commission care on Teachers' Performance**

		Teachers' care	Teachers' performance
Teacher management	Pearson Correlation	1	.363**
	Sig. (2-tailed)		.000
	N	335	335
Teachers' performance	Pearson Correlation	.363**	1
	Sig. (2-tailed)	.000	
	N	335	335

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

From the Table 4.24, it can be noted that TSC's care have moderate positive significant relationship ( $r=.363$ ,  $p=.000$ ) with teachers' performance. The alternative hypothesis is accepted because the observed p value ( $p=.000$ ) is less than the predetermined p value ( $=.05$ ), which means that the null hypothesis is rejected. The Teachers Service Commission's concern and performance in Kenya's Migori County's Public Secondary Schools are significantly correlated. Specifically, this means that TSC's care practices have moderate influence on timely syllabus coverage, choice of effective teaching pedagogy and maintenance of student discipline in secondary schools. When teachers are well taken care of by their employer, they will be able to perform their duties as required.

#### **4.6.1 Discussion on Teachers Service Commission care and teachers' performance**

The specific duties assigned to the teachers will influence their performance ability in that, the more work and the relevancy of the roles assigned to the teacher depending on his or her area of specialization, the less or more expertise will be exerted in the given area or subject. When teachers are assigned roles in specific areas they have knowledge in, they will do their work with passion and relevant skills. On the other hand when allocation of duties are done just for the sake of filling the available positions, the output of the teacher will not influence the expected results as performance is highly associated with specialization. UNICEF-Uganda (2017) is in agreement with the above statement by explaining that, the government needs to

streamline the school management policy to teacher and to distinctly define areas of operation for all the actors in the school to enhance good performance.

Study done by (Jasbi 2011) is in support with the findings as it states that, the stability of any institution will be determined by the way Board of Management perform their duties as it will also help in good coordination of human and material resources to achieve organizational objectives in a way that is acceptable to the society. TSC also helps in updating teachers' appointments of heads of institution under the common cadre establishment within the county as stated in a guide to TSC Interviews (2014) and TSC Act (2012).

Hand book on decentralized of teacher Management Functions (2015) has facts that support the finding of this study by stating that, when right placement is done, transfer of authority and accountability on various teacher management functions from the TSC headquarters to other lower level centers of service delivery will be well managed.

Findings on matched deployment indicated that teachers and principals highly support relevant placement of teachers for better performance. The responses of the participants from the quantitative data were further supported by the qualitative information from the focus group discussions which revealed that teachers were suitably fit in their job roles. These were some of their assertions;

“Teachers are teaching subjects that they studied for at the university. Also, teachers in charge of specific offices qualify for the same offices because they have certificates and those who have trained in some co-curricular activities are allowed to coach the learners in relation to their certificates.” (Male Teacher, 34 years, FGD site 2)

“The opportunities available are for the chosen few; where some are not even qualified or have no certificates and are assigned responsibilities in guidance and counseling. Some skills acquired are not relevant to the work station because of lack of facilities and equipment as placement is done with a lot of favoritism and not given to the rightfully qualified candidates.” (Female Teacher, 32 years, FGD site 5)

From the discussion, it's clear that as much as teachers are trained in specific areas, some of the placements are not rightfully done. For example in some school the guidance and counseling teachers are not qualified or professionally trained. (FGD site 5). Transparent discussions on school issues promote sense of responsibility (Hand book on decentralized teacher Management Functions, 2015). The administration should see into it that when teachers are being assigned specific roles, they should be transparent and transformative in their job.

In Migori County, it's noticeable from the discussion that not all the teachers are rightly placed depending on their area of specialization. Some teachers have skills acquired and certificates awarded but are not utilizing these skills. This could be because of some reasons that heavily lie with the administration that have been appointed to act on behalf of the TSC. Appointment of teachers in co-curricular activities usually come along with some token of appreciation which some administrators would not wish to give out to any teacher but to specific teachers who have some attachments with the office, not taking specialization of skills into account.

The findings from Table 4.16 have further been supported by Tourney et al. (2019) when they explained that education system should seek to improve the efficiency of the teacher management, as they look for the analysis, strategies and tools that they can use in the teaching process. These variables are constantly at work to affect a person's overall state of health, therefore they need to be recognized and properly treated by the relevant bodies to ensure that the employees are safe in their work place (Flynn et al., 2021). Prince (2012) echoes the statement by stating that, one action that administration should consider is thinking creatively, to work with the teachers and the parents by arousing satisfaction, cohesion, and commitment levels of all the stakeholders as a sign of fair and just judgment. Wellness as a

process should lead to choices and lifestyles that lead to a state of holistic health (Global wellness Institute, 2010).

From the focus group discussion, teachers' wellness was important to the study as it highly influence the performance of the teacher, leading to low or high students' achievements. The following observations were made by different respondents on how the wellness cases are usually handled by different teachers.

“Guidance and counseling, one on one talk to the affected teacher and involvement of the administration are some of the strategies we use to manage teachers' discipline issues. However, serious cases are referred to the police and sometimes they are referred to the more senior offices dealing with teachers' discipline cases at the TSC headquarters. (Male Teacher, 47 years, FGD site 4)

“Sharing personal challenges with trusted colleagues and give more work to the learners as you resolve the challenges.” (Female Teacher, 33 years, FGD site 1)

“Reading and getting to know the most current recommended teaching pedagogy. Attending seminars organized by the TSC to help one improve on what he/she knows. Sharing with other teachers to know what they are doing or how they are doing it.” (Male Teacher, 34 years, FGD site 2)

From this discussion, it can be confirmed that to ease teacher care, general principles of looking into the wellbeing of teachers should be adopted to help in improving the performance of the teachers (TSC Hand book on decentralized Teacher Management Functions, 2015), this can be done by ensuring that Guiding and counseling services to teachers are done frequently as possible by the relevant trained personnel, failure to which the academic achievements may be compromised.

When there is no concrete integration of positive values, attitudes and patriotism in the curriculum and general education delivery mechanisms, the teachers will not find the working environment to be friendly (Day & Gu, 2013) and even being aware of making informed and right choices towards successful activities leading to poor teacher performance (Global wellness Institute, 2010). Adhlakun (2011) also confirms that the level of salary, climate

management and relationship with co-workers are the very important factors that will make one to like or love staying in a given environment.

Observation by (Janice 2013) showed that, when there is enough teaching learning materials, there will be quality teacher preparation; a sign of good administrative support, which will lead to enhancement of professional development. McManis (2020) affirms that when educators engage in more healthy behaviors, they practice more effective coping and experience less stress.

The shortage of enough teaching personnel can also influence the wellness of the teachers. In a normal teaching learning situation, the teacher should handle a minimum of 32 lessons of 40 minutes per week translating to 22 hours per week in a class of not more than 45 learners (The report of the task force on secondary school, 2014). When the allocation of the subjects to be taught exceeds 40 hours in a week with a class of more than 45, as indicated by TSC Annual Report (2014-2015), the required individual attention by the learners and the output of the teacher may be wanting. Jonyo et al. (2017) argued that, to increase productivity, teachers can perform best if they have to teach manageable classes with specific number of learners. Overworking the teachers may make them fail to meet their family obligations which may translate to destabilization of the family which forms the major social structure of the teacher. This can further translate to teachers' chronic absenteeism as supported by (Sujeewa 2010).

The respondent from FGD site 2, talked about the teachers having the relevant knowledge and teaching learning materials for them to succeed, this has also been supported by (Chamundeswari 2013) who affirms that the wellbeing of the teachers can be influence by different factors which includes; administrative support, sufficient salaries, mentors and opportunities for professional development. A guide to TSC Interviews (2014) clearly explain that, the TSC has established a guidance and counseling centers that are usually managed by

the TSC employees in partnership with the relevant non-government agencies and other bodies in resource mobilization for HIV and Alcohol and Drug Abuse (ADA) Intervention programmes with focus to comprehensive care and promotion of other aspects of general wellness, this office at county offices are rarely visited by teachers themselves because most teachers are not even aware of the existence of such offices.

Study by (Taylor 2013) support the result by explaining that, student success may depend more strongly on the prioritization of positive teacher-students connection which is enhanced by the resilience of both parties, this can be determined by the challenging conditions related to teaching profession which could be personal challenges brought by unsettled family issues as explained by the respondent in FGD site 1. These challenges can affect the teachers psychologically.

Further support by (Timothy 2020) in his study explains that some of the extraordinary expense in work places are easily compared to the challenges and experiences to the teachers as supported by a female teacher in FGD site 1, as she explained that when people share personal challenges with trusted colleagues it can help solve many environmental issues that can interfere with the teachers' performance level. Adalakun (2011) affirms that, teachers can develop poor attitude towards their working area, truancy and develop other health related complications making their production rate be low.

A male teacher in FGD 4 talked about involvement of the administration as one of the strategies that can be used to manage teachers' discipline issues, his idea is in line with Janice (2013) who suggested that, for quality teacher preparation programmes, administrative support and opportunities for professional development must be enhanced. A guide to TSC Interviews (2014) ascertain that, counseling and capacity building services act as a channel

that help in creating a conducive working environment for the teacher, this has also been supported by a respondent in FGD site 4.

Good leadership will give the associate the power to perform, envision and maintains flexibility that empower them to create strategic change (Hanson & Hill, 2013) in their working environment. FGD site 2 findings has been supported by (McManis 2020) while explaining that teachers' engagement in more robust, they practice more effective ways of survival. They should therefore, take care of themselves so that they can take care of the learners under their care as they cannot do a good job if they cannot take care of themselves (Teachers code of Regulation, 2012). Taylor (2013) in his study explains that effective delivery of curriculum and content are not the only contributions to the academic success of students and marks of an effective teacher, rather, reading and getting to know the most current recommended teaching pedagogy, as expounded by FGD site 2.

From the discussion, it is very clear that the teachers can best perform if their personal conditions and the environment in which they work in, is welcoming. A teacher and the principal who is not able to meet the basic human needs of his or her family will not have settled mind at work. On the other hand, a sick teacher will not be able to complete the syllabus on time as most of the time she or he will be between the school and the hospital, an Observation related to (Hanson & Hill 2013). Therefore, as much as there is provision of medical scheme like NHIF, the employer should ensure that the teachers wellbeing is keenly followed during and after work through guidance and counseling centers as some of the illness that are psychological can best be controlled through the counseling sessions. It is therefore advisable that teachers and principals with some personal challenges be assisted; this is because unsettled teacher will not be productive.



Teachers' views were further sought towards their participation in decision making as an indicator that they participate in the daily running of the school by giving their views to the relevant authorities through participation in decision making. When teachers are made responsible by meeting with students as they give their views, it will help these students develop a plan to meet their targets and these teachers will provide the appropriate instructions students need in the classroom to be successful.

In matched decentralization, TSC has furnished the county directors of education with the responsibility to handle matters pertaining to coordination, identification and placement of candidates for the Teacher Proficiency Courses within the county provided from time to time ( A guide to TSC Interviews, 2014). As teachers are very essential resources in decision making in a school, they highly influence the learners' achievements.

The employer should therefore take action and stimulates teachers' commitments at the job as observed by (Khan 2013). Tournier et al. (2019) also supports the findings by suggesting that, teachers' are the core of the implementation stage. They highly determine the content of education that children receive at school and the final product hence should be part and parcel of decision making of the school matters.

When teachers and principals are part and parcel of the management of all the activities carried out in the school, they will feel part and parcel of the school thereby leading them to own every decision made at any given time. This will motivate them as they perform their daily routine which they will also own. When these same teachers are exempted from decision making, they will not work freely as they are implementing decisions which they don't own hence leading to demotivation.

#### 4.7 Influence of TSC Strategic Focus on Teachers' Performance

The fourth research question of this study stated: How does Teachers Service Commission strategic focus influence teachers' performance in Public Secondary Schools in Migori County?

Based on the two main variables which were in-service training and educational policies, the quantitative and qualitative responses to the questionnaires, interviews and focus group discussions were analyzed, interpreted and discussed in Tables 4.25 and 4.26.

**Table 4.25: Views of Teachers on Status of Influence of TSC In-Service Training**

Statement	Freq	%	Mean	SD	Freq	%	Mean	SD
Teachers' who have undertaken in-service trainings have always maintained good students' discipline	246	73.4	3.67	.99	89	26.5	1.32	0.35
In-service trained teachers' have the best skills, knowledge and attitude of handling teaching pedagogy	254	75.8	3.79	.95	81	24.1	1.20	0.30
A teacher who have undergone in-service training will always meet the target set in the TPAD on time	236	70.4	3.52	1.16	99	29.5	1.47	0.48

#### Interpretation of Mean Rating:

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

Table 4.25 shows how in-service training influences different dependent variables affecting teachers' performance. Majority of the respondents (over 70%) agreed while (26.5%) objected that in-service training influences teachers' performance and further from the mean ratings, in-serviced teacher will highly be able to disseminate the best skill required, have high knowledge and attitude of handling teaching pedagogy at a mean of 3.79 ( $SD = .95$ ) followed by ability to maintain good students' discipline at ( $M = 3.67$ ,  $SD = .99$ ) and finally meeting the set target as indicated on the TPAD at ( $M = 3.52$ ,  $SD = 1.16$ ). Teachers who have both theoretical and practical knowledge on the TPAD will definitely handle any issue on it

without any difficulty. Similarly, Ekpoh et al. (2013) supports that teachers who attend in-service training perform well in their work especially when they further train in specific subject area, classroom management, teaching methods and evaluation of students, which are all pointers to teachers' performance.

**Table 4.26: Views of Principals on Influence of TSC In-Service Training**

Statement	Freq.	%	Mean	SD	Freq	%	Mean	SD
Teachers' who have undertaken in-service trainings have always maintained good students' discipline	56	72.8	3.64	1.03	21	27.3	1.36	0.38
In-service trained teachers' have the best skills, knowledge and attitude of handling teaching pedagogy	59	76.6	3.83	.94	18	23.3	1.16	0.28
A teacher who have undergone in-service training will always meet the target set in the TPAD on time	57	74.2	3.71	.84	20	26.0	1.30	0.29

**Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

Table 4.26 shows that majority of the Principals (72.8%, 76.6% & 74.2%) who responded agreed that the teachers who have undertaken in-service training have always performed exemplary better than those who have not as indicated from the analysis of their mean, rating it as high with a mean of 3.64 (SD = 1.05), (M = 3.89, SD = .94) and (M = 3.71, SD = .84) respectively, contrary to (27.3%, 23.3% & 26.0) principals who responded against the same views. Principals as the respondents had the highest regards on in-service training as a factor influencing teacher performance. Being the administrators on the ground, they can easily know the differences in input between the teachers who have gone through in-service and those who have not. With most emerging issues in education, teachers need to be kept abreast with new knowledge as supported by (Al-Zoubi, 2015) and new learning areas.

Independent sample t-test was further used to test the Influence of TSC in-service training on teachers' performance between the teachers and the principals as indicated on Table 4.27.

**Table 4.27: Independent t-test on Status of Influence of TSC In-Service Training**

	Res	Mean	SD	t-test Sig. (2 tailed)
Teachers' who have undertaken in-service trainings have always maintained good students' discipline	Teachers	3.67	.99	t(410)= .281, p=.779
	Principals	3.64	1.03	
In-service trained teachers' have the best skills, knowledge and attitude of handling teaching pedagogy	Teachers	3.79	.95	t(410)= -.384, p=.701
	Principals	3.83	.94	
A teacher who have undergone in-service training will always meet the target set in the TPAD on time	Teachers	3.52	1.16	t(410)= -1.370, p=.171
	Principals	3.71	.84	

**Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

With regard to the statement, “teachers who have undertaken in-service trainings have always maintained good students’ discipline”, the result shows that there was no significant mean difference,  $t(410) = .281, p = .779$ , between the mean ratings of teachers ( $M=3.67, SD=.99$ ) and principals ( $M=3.64, SD=1.03$ ), signifying that both teachers and principals have the same view on the influence of in-service training towards maintaining good students’ discipline. Since the observed p values ( $p=.779, p=.701$  &  $p=.171$ ) are all greater than the set p value ( $\alpha=.05$ ), there is enough statistical evidence to confirm that there is significant influence between Teachers Service Commission strategic focus and teacher performance in Public Secondary Schools within Migori County, Kenya. Specifically, this suggests that both teachers and principals affirmed that in-service training: highly influence the teachers’ skills, knowledge and attitude of handling teaching pedagogy, highly influence how teachers’

maintained good students' discipline and highly influence the teachers' ability to meet the target set in the TPAD on time. The results have also been echoed by (Saif et al., 2012) that training and development have become the most important factor in the world today, because it increases the efficiency and the effectiveness of teachers.

Educational policies as a sub variable of strategic focus was also rated in Table 4.28 and 4.29 and teachers and principals gave their views.

**Table 4.28: Views of Teachers on Status of Influence of TSC educational policies**

Statement	Freq	%	Mean	SD	Freq	%	Mea	SD
							<b>n</b>	
Clear rules and regulations are always given by my administrators to help me handle the learners with different disciplinary cases	245	73.2	3.66	1.09	90	26.8	1.34	0.40
Intended plans for the school are given on time to the relevant teacher to help address teaching and learning pedagogy	241	72.0	3.60	1.07	94	28.0	1.40	0.41
Basic education framework gives a clear direction on what should be taught at any given level of learning	259	77.4	3.87	.89	78	23.3	1.16	0.26

**Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

The result in Table 4.28 indicates that over 73.2 percent of teachers affirmed that educational policies offered by the TSC highly help the teachers to handle the learners with different disciplinary cases while 26.8% respondents objected. The teachers' mean rating on this matter was rated as high ( $M=3.66$ ,  $SD=1.09$ ) as opposed rated at very low ( $M=1.34$ ,  $SD=0.40$ ). When the intended plans for the school are given out on time to the intended teachers, it highly help address the teaching and learning pedagogy at a mean of 3.60 ( $SD = 1.07$ ), and finally, the basic education framework highly gives a clear direction on what should be taught at any given level of learning as rated at a mean of 3.87 ( $SD = .89$ ).

The principals who are the school managers were also interviewed and gave their views towards the TSC strategic focus as shown in table 4.29.

**Table 4.29: Views of Principals on Status of Influence of educational policies**

Statement	Freq	%	Mean	SD	Freq	%	Mean	SD
Clear rules and regulations are always given by my administrators to help me handle the learners with different disciplinary cases	57	74.2	3.71	.81	20	26.0	1.30	0.28
Intended plans for the school are given on time to the relevant teacher to help address teaching and learning pedagogy	61	79.0	3.95	.72	16	20.7	1.03	0.18
Basic education framework gives a clear direction on what should be taught at any given level of learning	56	72.4	3.62	.80	21	27.1	1.3	0.3

**Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

The result in Table 4.29 indicates that over 72 percent of principals who responded affirmed that clear rules and regulations always given by the administrators highly help to handle the learners with different disciplinary cases while 26.0% objected. The principals’ rating on performance were ( $M=3.71, SD=.81$ ), ( $M=3.95, SD=.72$ ) and ( $M=3.62, SD=.80$ ). Therefore, suggesting that educational policies guide the principals to do their work effectively by improving students’ discipline, helping in addressing teaching and learning pedagogy and finally, gives clear direction on what should be taught at all the levels of learning. Lenairoshi (2017) also supports the finding by stating that, the implementation of a credible system must be based on pre-set and established strategies to be followed in the course of teaching learning process.

Independent sample t-test was further used to test the Influence of educational policies on Teacher Performance between the teachers and the principals as indicated on Table 4.30.

**Table 4.30: Independent t-test on the status of influence of TSC educational policies**

	Res	Mean	SD	t-test Sig. (2 tailed)
Clear rules and regulations are always given by my administrators to help me handle the learners with different disciplinary cases	Teachers	3.66	1.09	t(410)= -.437, P=.665
	Principals	3.71	.81	
Intended plans for the school are given on time to the relevant teacher to help address teaching and learning pedagogy	Teachers	3.60	1.07	t(410)= -2.708, p=.007
	Principals	3.95	.72	
Basic education framework gives a clear direction on what should be taught at any given level of learning	Teachers	3.87	.89	t(410)= 2.283, p=.023
	Principals	3.62	.80	

**Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

The result in Table 4.30 indicates that teachers and principals affirm that clear policies and regulation always given by the administrators highly help them to handle the learners with different disciplinary cases with teachers' and principals' mean rating performance at ( $M=3.66$ ,  $SD=1.09$ ), ( $M=3.60$ ,  $SD=1.07$ ) and ( $M=3.71$ ,  $SD=.81$ ) respectively. With regard to intended plans for the school being given on time to the relevant teachers, the result indicates that communication of intended plans highly help teachers to address teaching and learning pedagogy. In all cases when their mean responses were subjected to independent sample t-test, all the observed p values ( $p=.665$ ,  $p=.007$  &  $p=.023$ ) were either greater or smaller than the set p value ( $\alpha=.05$ ). There is significant statistical influence between Teachers Service Commission strategic focus and teacher performance in Public Secondary Schools within Migori County, Kenya.

In order to test the hypothesis and establish the influence of Teachers Service Commission strategic focus and teachers' performance, data on the views of teachers on status of TSC

strategic focus and teacher performance were used in Correlation analysis. The results are presented in Table 4.31

**Table 4.31: Influence of TSC Strategic focus on Teachers' Performance**

		Strategic focus	Teachers performance
Strategic focus	Pearson Correlation	1	.549**
	Sig. (2-tailed)		.000
	N	412	335
Teachers' performance	Pearson Correlation	.549**	1
	Sig. (2-tailed)	.000	
	N	335	335

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

The result indicates that Teachers Service Commission strategic focus have moderate positive significant relationship ( $r=0.549$ ,  $p=.000$ ) with teachers' performance. The alternative hypothesis is accepted because the observed p value ( $p=.000$ ) is less than the predetermined p value ( $=.05$ ), which means that the null hypothesis is rejected. Teachers Service Commission strategic focus influence teacher performance on timely syllabus coverage, choice of effective teaching methods and maintenance of student discipline in secondary schools. Lisa (2019) explained that, teachers grow their professional practices and generate improved student outcome when they teach in a school where there are clear educational policies in terms of the quality of their practice and where there is professional support in the areas of teachers' needs.

#### **4.7.1 Discussion on TSC strategic focus and teachers' performance**

In-service training is very important to the teachers as it is only them that meaningful curriculum development can take place in the daily routine of a classroom (Osamwonyi, 2016). It also helps the teachers acquire new knowledge, better methods of improving their skills towards more effective, efficient and competent towards their clients who are the learners as also viewed by (Amadi 2010).



The previous discussions on the influence of in-service training, it is clearly evidenced that most respondent highly supported the strategy. Qualitatively, teachers in different focus groups also gave their views. Discussion site 2 had this to say on in-service training;

“For teachers to be effective in managing indiscipline among students there is need for them to get in-service training in guidance and counseling. Training equips teachers with skills to handle different kinds of misbehavior in school set up.” (Male Teacher, 34 years, FGD site 2)

This means that teachers’ in-service training enhances their required expertise for proper management of student discipline. The findings are consistent with (Amadi 2010) who further considers in-set training as a workshop for those on job to help enhance proper ways for advancing and sharpening their expertise, efficiency, competencies and provision of relevant services in different areas of duties

Teachers Performance Appraisal and Development (TPAD) as a tool used in career development of teachers instead of lessening the teachers’ work to help them have more time with the learners, it has left the teacher with more work geared towards the development of the professional records, laying minimal emphasis on the learner which latter translate to low achievement of the target set. The contact time between the teacher and the learner should be monitored because not all public schools have enough teachers who can handle learners as required and at the same time work on the TPAD promptly.

On the same, Sub-County Director 4 in an interview explained that the Teachers Service Commission implements performance contracting, teacher appraisal, target setting, and use of professional records to ensure that they improve on teachers’ performance. This is done with the aid of the TPAD which is a tool that gives teachers opportunity to improve on their performances competencies by identifying performance gaps that need to be addressed, bringing harmony and teamwork since there is a lot of consultation across the board and it

also helps in exploiting their potential so as to raise their professional standards (Gathogo, 2017).

Similarly, the study noted that in-service trained teachers' have the best skills, knowledge and attitude of handling teaching pedagogy. This finding was in agreement with the sentiment of Sub-County Director of Education which indicated that teachers who have undergone in-service training were able to perform better than those teachers who had not gone for training.

He illustrated this by giving an example;

“For instance, a teacher who has trained as an examiner has more analytical skills in content delivery as opposed to a teacher who lacks the same training.”(SCDE 1)

The observation confirms that in-service training enables teachers to be more organized and rational on how they perform their duties as they will have more knowledge to guide them in identifying and evaluating critically the culture of the school which can bring change to the working environment (Kazmi et al., 2011). The training programmes improves the skills and enhances required re-energized teachers who are able to attain new and higher goals and educational values, preparing them to be relevant with the curriculum changes, being conversant with new learning areas (Al-Zoubi, 2015).

When the school has a common feeling of reason and a distinct understanding of trying to accomplish in relation to the student achievements and when ideas are discussed with the relevant stakeholders then the outcome of the teachers is likely to be improved (Mwangi, 2017). O'regan and Ghobadian (2003) reiterate the findings stating that if TSC considers stakeholders during policy formulation, managers and employees will implement their roles as they will better understand and be fully committed to the new strategy. The statement is also supported by Newman (2012) while stating that, the schooling system provided by the principals must provide the right strategic focus that will lead to quality teaching-learning

opportunities to meet the educational needs of all the learners when education stakeholders are brought on board.

Ministry of Education and Sports (2017) argues that, motivational strategies that will influence the teachers to perform their work as required which will also enhance development of effective educational strategies, and enhancement of the local community and parents (Yaakob et al., 2019) should be encouraged for effective education system. Moreover, it suggests that teachers and principals do not share beliefs, values and actions in addressing teaching and learning issues; hence, these can bring discord leading to demotivation of teachers in line of duty.

The excerpt that follows further emphasizes the need for clear educational policies given through the strategic focus by the employer in learning institutions to set proper expectations that ensures that students receive good education and create a safe teaching and learning environment;

“Without clear educational policies, teachers’ practices would be inconsistent. So the rules and regulations should emphasize fair and consistent discipline to hold both teachers and students accountable for their behavior.” (Male Teacher, 40 years, FGD site 5)

Therefore, it is observed that with clear rules and regulations given to teachers by administrators, teachers’ performance is expected to highly improve. A teacher opined in a focus group discussion that;

“Communication of relevant policies to teachers helps prepare the teachers to make a more informed decision on how to realize the set goals. However, in our schools communication between teachers and principals has been in most cases at cross purpose. This has particularly affected the performance of teacher in addressing learning content and outcome” (Male Teacher, 40 years, FGD site 5)

The excerpt indicates that lack or ineffective communication between the administration and teachers affects teachers’ performance in addressing learning content and outcome. Teacher

performance is dependent on how well intended policies are communicated on time. Gathogo et al. (2012) further expounds that for effectiveness and efficiency in teacher performance, free flow of information should be encouraged to ensure that intended educational policies for the school are disseminated on time to the relevant teachers for the success of the learners and help teachers know that everyone is trusted.

Teachers highly rated the influence of basic education framework in giving clear direction on what should be taught at different level. This was in agreement with focus group discussions finding which asserted that educational policies guide teachers in performing their work:

“Strategic focus helps teachers and principals to be orderly and strategic in leadership position. As teachers we guide learners by giving directions through instructions to learners with focus to align action of students towards realization of the set objectives. These objectives we derive from basic education framework and have highly influence our planning and actions.” (Male Teacher, 47 years, FGD site 4)

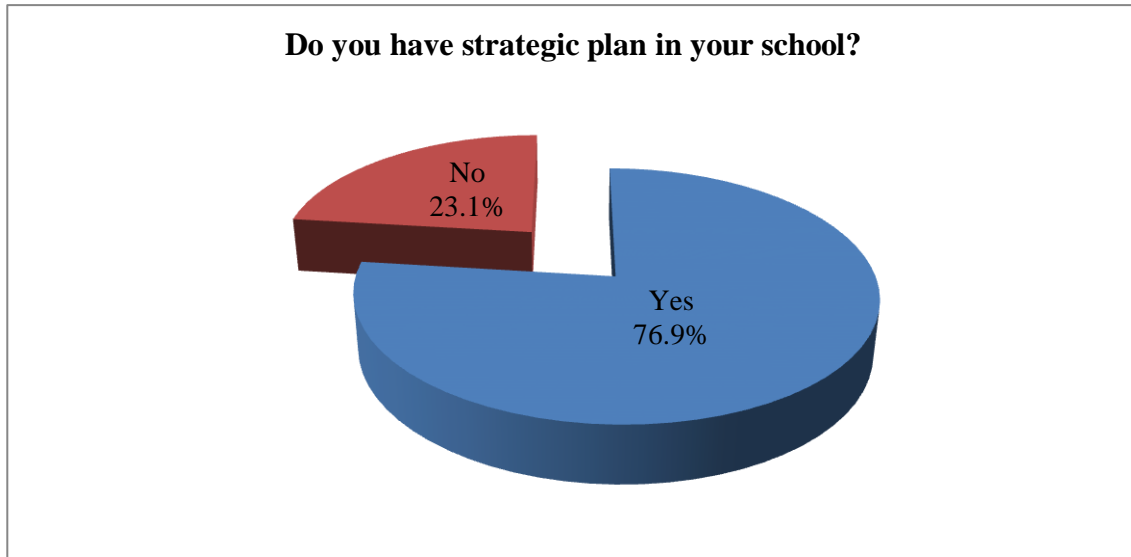
In another focus group discussion, a participant reiterated the point when she said;

“Educational policies have made teachers know what they should do at different times and the consequences of their actions. Such policies are obtain from Teachers Service Commission code of regulation handbook, TSC publications like the teachers mirror, TSC organized seminars,” Just to mention but a few. (Female Teacher, 40 years, FGD site 2)

It is clear from the excerpt that teachers and principals acknowledge that basic education framework gives a clear direction on what should be taught at any given level of learning. This finding concurs with (Gathogo 2017) who affirms that policy documents are very vital in guiding teachers when planning activities for learners and setting targets that meet educational goals.

The study further sought to know the proportion of schools which have strategic plan from the teachers as the respondents. The strategic plan was important to the study because this document shapes the specific objectives the teachers intend to undertake to overcome the challenges they may face on the way to goal achievements (Keith 2016). It spells out the

strategic focus the teacher will take to lead from the start which requires a lot of preparation to the finish that is related to the outcome that is in the students' final result. The result of analysis is presented in Figure 6.



**Figure 4.5:** Proportion of schools with strategic plan in Migori County

The study established that majority 317 (76.9 percent) of respondents confirmed that their school had strategic plan whereas 95 (23.1 percent) indicated lack of strategic plan. This is an indication that schools are increasing adopting strategic planning to guide in management of secondary schools. Strategic plan is an administrative tool that helps a school to enhance its performance by aligning the focus and future direction through making regular adjustments to varying academic circumstances (Establishment for Educational Programme, 2015).

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

The research investigated Teachers Service Commission motivational strategies and their influence on teachers' performance in public secondary schools in Migori County, Kenya. In conclusion, the highlights on the suggestions for further research were given.

#### 5.2 Summary of the Findings.

The findings of the study were stated as per the objectives listed below;

##### 5.2.1 Teachers Service Commission incentives on teachers' performance

Objective one was: to establish the influence of Teachers Service Commission incentives on teachers' performance in public secondary schools in Migori County. The study on objective one generated the research question; 'What is the influence of Teachers Service Commission incentives on teachers' performance in public secondary schools in Migori County? The hypothesis set for testing was: 'There was no significant influence between Teachers Service Commission incentives and teacher performance in Public Secondary Schools within Migori County, Kenya.

The study established that; in terms of mean ranking, the allowance offered to teachers was inadequate and had positive motivational influence on the dependent variables to a low extent, with no significant difference,  $t(410) = 1.703$ ,  $p > .05$ , between the ratings of teachers and principals. Teacher of the year award (TOYA) was marred with unfairness in identifying the best teacher of the year and had moderate positive motivational influence on the morale of teachers. Issuance of certificates to teachers had moderate positive motivational influence, while there is no difference between instructors' and principals' ratings,  $t(410) = -.925$ ,  $p > .05$ . and recognition of teachers with exemplary performance had moderate positive motivational

influence on teachers' performance and indicated no difference between the assessments of teachers and principals ( $t(410) = .162, p > .05$ ).

From the findings, most of the strategies had ratings above 2.45. This implies that, teachers, principals and sub-county directors of education moderately accepted that incentives offered by the TSC can motivate the teachers.

### **5.2.2 Impact of Teachers Service Commission career progression on teachers' performance**

Objective two was to determine the extent to which Teachers Service Commission career progression influence teachers' performance in public secondary schools in Migori County. This initiated the question; 'To what extent does Teachers Service Commission career progression influence teachers' performance in Public Secondary Schools in Migori County?' The hypothesis set for testing was: There was no discernible correlation between Teachers Service Commission career advancement and teacher effectiveness in Kenya's Migori County's Public Secondary Schools.

The research confirmed that; most teachers 373 (90.5%) and principals were aware of career progression and acknowledged its importance in enhancing teachers' performance. Stagnation of teachers in job groups was counterproductive to professional development effort by Teachers Service Commission. Available teacher professional development opportunities were very few as compared to qualified teachers, and constrained by limited time, too much work, and challenges in conveying information; a total of 58 (14.1%) teachers and principals always had professional development opportunities, 304 (73.8%) teachers and principals sometimes had professional development opportunities, and 50 (12.1%) teachers and principals never had professional development opportunities in their schools. Promotional opportunities positively influence teacher performance. From the findings, it can be

concluded that, career advancement opportunities offered by the Teachers Service Commission had very little positive motivational impact on teachers' performance ( $r=0.246$ ,  $p.05$ ) as shown in table 4.10.

### **5.2.3 Teachers Service Commission care on teachers' performance**

Objective three was to investigate the extent to which Teachers Service Commission's care influence teachers' performance in public secondary schools in Migori County, Kenya. The research question derived from the objective was: 'To what extent does Teachers Service Commission's care influence teachers' performance in Public Secondary Schools in Migori County?' The hypothesis tested for the specific question was: There was no significant influence between Teachers Service Commission's care and teacher performance in Public Secondary Schools within Migori County, Kenya.

The study established that; manageable workload, rightly placement depending on the area of specialization, fair and just administration was directly related to the teachers' wellness highly influence the ability of teachers to perform in their job. Participation of teachers in decision making positively influence the level of teachers' performance. In conclusion in relation to objective four, it can be observed that, Teachers Service Commission care have low positive motivational influence ( $r=0.363$ ,  $p<.05$ ) on teachers' performance as shown in table 4.13 and table 4.16

### **5.2.4 Teachers Service Commission strategic focus on teachers' performance**

Objective four was to establish the influence of Teachers Service Commission strategic focus on teachers' performance in Public Secondary Schools in Migori County. Research question was: 'What is the influence of Teachers Service Commission strategic focus on teachers' performance in Public Secondary Schools in Migori County?' The hypothesis set for testing



was: 'There was no significant influence between Teachers Service Commission strategic focus and teacher effectiveness in Kenya's Migori County's Public Secondary Schools.

The study established that: clear rules and regulations always given by the administrators highly help teachers to perform their duty as required.  $t(410) = -.437, p > .05$ , with no statistically significant difference between instructors' and principals' performance ratings. With a considerable disparity between the principals' rating at ( $M=3.95, SD=.72$ ) and the rating of teachers ( $M=3.60, SD=1.07$ ), teachers and principals do not share views, values, or behaviors in addressing teaching and learning challenges based on planned plans.

Teachers who have undertaken in-service trainings have always highly performed, the result reveals that there was no difference between the ratings of teachers and principals ( $t(410) = .281, p > .05$ ). Majority 317(76.9 %) of respondents confirmed that their school had strategic plan whereas 95(23.1%) indicated lack of strategic plan, an indication that schools are increasingly adopting strategic planning to guide in management of secondary schools as shown in table 4.23 and table 4.24.

### **5.3 Conclusions**

Based on the findings, these were conclusions made as per the objectives and the set hypotheses;

- i. There is statistically significant influence between Teachers Service Commission incentives and teacher performance in Public Secondary Schools in Migori County, Kenya. Specifically, TSC rewards had very little positive motivational impact on teachers' performance ( $r=.169, p=.000$ ). as a result of inadequate commuter allowance, limited medical insurance cover, unfairness in identification and award of the Teacher of the Year, little focus on recognition of exemplary performance of teachers and futile certification by Teachers Service Commission.

- ii. There is statistically significant influence between Teacher performance in Kenya's Migori County Public Secondary Schools and career growth, according to the Teachers Service Commission. Particularly, TSC career advancement potential had very little positive motivational impact on teachers' performance ( $r=.246$ ,  $p=.000$ ). However, very weak motivational influence was attributed to dissatisfaction of teachers due to stagnation in specific job groups, inadequate professional opportunities and perceived unfairness in promotion of teachers.
- iii. There is statistically significant influence between Teachers Service Commission care and performance in Public Secondary Schools within Migori County, Kenya. Specifically, Teachers Service Commission care have a weak positive motivational impact on teachers' performance ( $r=.363$ ,  $p=.000$ ). as a consequence of mismatch in deployment of teachers in schools, lack of inclusivity of teachers in management, and limited number of wellness center.
- iv. There is statistically significant influence between Teachers Service Commission strategic focus and teacher performance in Public Secondary Schools within Migori County, Kenya. Specifically, Teachers Service Commission strategic focus have moderate Positive motivational impact on instructors' performance ( $r=.549$ ,  $p=.000$ ) because of efficiency in dissemination of information as stated in education policies.

#### **5.4 Recommendations of the study**

Based on the study findings and conclusions, the following recommendations were proposed for each objective of the study:

- i. In relation to the first objective, the study recommends that Teachers Service and Salaries and Remuneration Commissions to come up with progressively review guideline to help look into medical insurance cover and other allowances to cater for health and economic

demands of the time. TSC should also develop a comprehensive guide line for rewarding high performing teachers linking performance directly to reward.

- ii. In regard to objective two, the study recommends that Teachers Service Commission should develop appointment and promotion criteria that should be used as a guide for promoting teachers who have undergone relevant trainings to enhance their skills.
- iii. On objective three, TSC agents to conduct regular skill audit to facilitate matched assignment of duties and responsibilities, monitor the implementation of decentralized functions and sensitize teachers about services provided in wellness centers.
- iv. Teachers Service Commission should development a guideline on in-service trainings to elaborate the strategic focus and policies for efficiency in operation of provision in quality education to learner.

### **5.5 Suggestions for Further Research**

This study suggested the following areas for future research.

- i. A national study on Teachers Service Commission impact on teachers' motivation in relation to individual performance ( $r=.549$ ,  $p=.000$ ) An investigation into effectiveness of Teachers Service Commission promotion of teachers' performance in public secondary schools.
- ii. A study on school principals' contribution on teachers' performance in public secondary schools in Kenya.

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## APPENDICES

**Appendix A: Krejcie & Morgan (1970) Table**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

*Source:* Adapted from R.V. Krejcie & D.W.Morgan (1970). Determining Sample Size for Research activities. Educational and Psychological Measurement, 30, 608.

## Appendix B: Map of Migori County

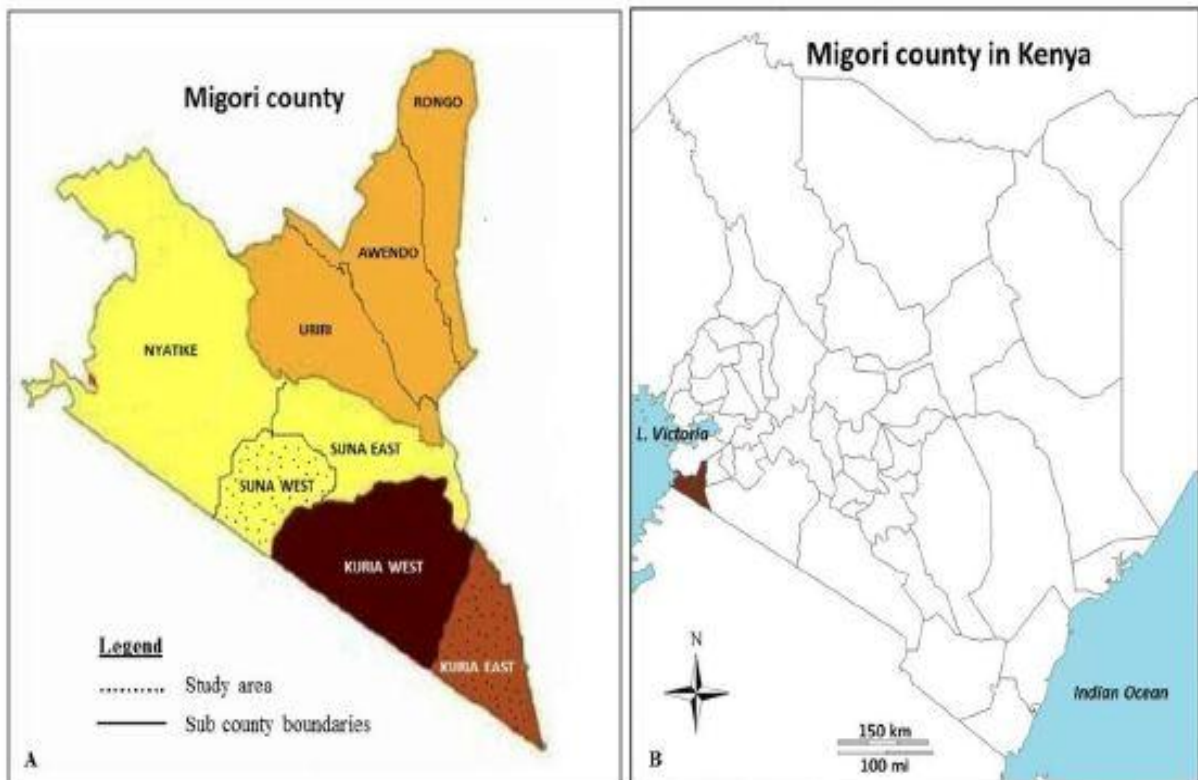


Figure 1. (A) Sub counties of Migori County; (B): Location of Migori County in Kenya.

### Appendix C: Respondent's Consent Letter

Department of Educational  
Management & Foundation,  
P. O. Box 103-40404,  
Rongo.

My name is Evaline Atieno Omollo a postgraduate student in the Department of Educational Management and Foundations, School of Education Rongo University. I wish to carry out a study on *Teachers Service Commission Motivational strategies and their influence on teachers' performance in public secondary schools in Migori County, Kenya*. You have been selected to participate in this study because of your role as curriculum implementer, thus leading to student academic achievements. Your participation in this study is voluntary and identity remains protected. The information you will give in this study is confidential and will be used only for the study.

Thank you.

Evaline Omollo (Researcher)

I consent to participate as respondent in this study. Yes [  ] No [  ]

Signature of participant: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix D: Secondary School Teacher and Principals Questionnaire**

The purpose of this study is to study the TSC motivational strategies and their influence on teachers' performance in public secondary schools in Migori County. Your views as stakeholder are considered crucial and important to the success of this study. The questionnaire consist of five sections, Please read the instructions on each sections of the questionnaire carefully and respond to them as objectively and accurately as possible. All the questions will be considered confidential and used for research purposes only.

### **PART A: Demographic Information**

Instruction: Kindly tick [  ] the correct response in the spaces provided.

1. What is your Gender? 1. Male [  ] 2. Female [  ]
2. What is your age in years?
  1. 20-30 [  ] 2. 31-40 [  ] 3. 41 – 50 [  ] 4. 51 – 60 [  ]
3. What is your marital Status? 1. Single [  ] 2. Married [  ]
4. How long have you taken in the teaching profession?
  1. 0-5 years [  ] 2. 5-10 years [  ] 3. 10-20 years [  ] 4. 30 and above [  ]
5. What is your highest academic qualification?
  1. PhD [  ] 2. Masters [  ] 3. Bachelor [  ] 4. Diploma and below [  ]
6. How many years have you taken in your current institution?
  1. 1-5 years [  ] 2. 5-10 years [  ] 3. 10-20 years [  ] 4. 30 years and above [  ]

### **PART B: Influence of TSC Incentives on Teachers' Performance**

7. a) In your opinion, which are some of the TSC incentives?
  - b) Among the incentives listed above, in which order do they promote teachers' effectiveness? (Rank them in order of their effectiveness)



8. Based on your working experience and financial expectations, using a scale of 1 to 5 rate the extent to which the status of the following TSC Incentives satisfy your needs for effective performance as a teacher by using a tick []where; **1= Strongly Disagree(SD)**, **2=Disagree(D)**, **3=Undecided(U)**, **4=Agree(A)**, and **5=Strongly Agree(SA)**

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
	<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>
Commuter allowances offered by TSC is enough to facilitate movement to and from school which help me cover the syllabus on time					
Responsibility allowance offered by TSC motivates me to regularly check on the student discipline.					
Medical allowance offered by TSC is not adequate to take care of my health issues making me not being able to address the teaching content and outcome successfully					
Teacher of the year award boost the morale of teachers in addressing the learning content and outcome.					
Certification by TSC motivates the teacher to complete the syllabus on time.					
Recognition of teachers in different areas makes them improve on maintenance of student discipline.					

9. a) Have you ever been short listed for TOYA/POYA award on an Education day?

1. Yes [  ]                      2. No [  ]

- b) If yes, how did it influence your performance as a teacher? Please elaborate.

**PART C: Influence of TSC Career Progression on Teachers’ Performance**

10. a) Are you aware of career progression for teachers? 1. Yes [ ] 2. No [ ]

b) How has it helped the teachers to improve on their performance?

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11. Based on your working experience with teachers service commission, kindly indicate using a tick [√] the degree of your agreement or disagreement with the following statements regarding your career progression and professional development as a teacher, where; 1= **Strongly Disagree(SD)**, 2=**Disagree(D)**, 3=**Undecided(U)**, 4=**Agree(A)**, and 5=**Strongly Agree(SA)**

Statement	SD (1)	D (2)	U (3)	A (4)	SA (5)
Teaching learning resources offered in my job help in addressing relevant learning content.					
Good teaching learning environment help in maintaining student discipline.					
In-service training skills acquired boost the knowledge and skills that help in syllabus coverage within the stipulated time.					
Promotion from one job group to another influence teachers’ ways of maintaining student discipline.					
Promotion of classroom to a senior teacher and from deputy to principal teacher influences teachers’ ability to address the learning content and outcome and also urge them to complete the syllabus on time					

12. a) Do you always get opportunities for Professional Development?

1. Yes [ ] 2. Sometimes [ ] 3. Not at all [ ]

b) Give reasons for your answer above.

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13. State the basis upon which promotion is granted to teachers.

1. Experience [ ] 2. Performance [ ] 3. Administration [ ] 4. Others (specify) [ ]

**PART D: Influence of TSC Care on Teachers' Performance**

14. Kindly indicate using a tick [] the degree of your agreement or disagreement with the following statements regarding teacher management by Teachers service commission, where; **1= Strongly Disagree (SD), 2=Disagree(D), 3=Undecided(U), 4=Agree(A), and 5=Strongly Agree(SA).**

<b>Statement</b>	<b>SD (1)</b>	<b>D (2)</b>	<b>U (3)</b>	<b>A (4)</b>	<b>SA (5)</b>
Manageable work load enhances the ability to maintain student discipline					
Manageable work load help in addressing the learning content and outcome					
Manageable work load hasten the ability to finish the syllabus on time.					
Fair and just administration influences teachers' ability to maintain student discipline.					
Good administration influences the teachers' way of addressing the learning content and outcome.					
Fair and just administration influences the teachers' ability to cover the syllabus.					

15. a) Are you always allowed to participate in decision making by the administrators?

1. Yes [  ] 2. Sometimes [  ] 3. Not at all [  ] 4. At times of crisis [  ]

b).How has your level of participation in decision making influence your performance? Briefly explain.

c) Kindly comment on how TSC facilitates management of teachers' physical and mental health.

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**PART E: Influence of TSC Strategic focus on Teachers' Performance**

16. Based on your working experience with teachers service commission, kindly indicate using a tick [√] the degree of your agreement or disagreement with the following statements regarding giving strategic focus, where; **1=Strongly Disagree(SD)**, **2=Disagree(D)**, **3=Undecided(U)**, **4=Agree(A)**, and **5=Strongly Agree(SA)**

Statement	SD (1)	D (2)	U (3)	A (4)	SA (5)
Clear rules and regulations are always given by the administrators to help handle the learners with different disciplinary cases					
Intended plans for the school are given on time to the relevant teacher to help address teaching and learning pedagogy.					
Basic education framework gives a clear direction on what should be taught at every level of learning.					
Teachers who have undertaken in-service training have always maintained good students' discipline.					
In-service trained teachers have the best skills, knowledge and attitude of handling teaching pedagogy.					
A teacher who have undergone in-service training will always meet the target set in the TPAD within the stipulated time.					

17. a) Does your school have a strategic plan in place? 1. Yes [ ] 2. No [ ]

b) List some of the advantages of strategic planning to you as a teacher in relation to performance.

i.

ii.

iii

18. State the value you often attach to training.

1. Competencies [ ] 2. Promotion [ ] 3. Remuneration [ ] 4. Recognition [ ]

Others (specify).....

**PART F: Teachers' Performance**

19. Kindly indicate using a tick [√] the degree of your agreement or disagreement with the following statements regarding giving strategic focus, where; **1= Strongly Disagree (SD)**, **2=Disagree (D)**, **3=Undecided (U)**, **4=Agree (A)**, and **5=Strongly Agree(SA)**.

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
	<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>
I was able to cover the syllabus on time					
I am able to maintain my students' discipline as required					
Am able to address the learning content and out come within the stipulated time.					

**THANK YOU**

## Appendix E: Teachers Focus Group Discussion Guide

Number of participants per FGD: 8-10

Preliminaries

- a. Collection of consent forms
- b. Facilitators welcoming remarks
- c. Introduction of participants
- d. Introducing the purpose of the study
- e. Setting of ground rules

**Introductory questions;** Deliberate on some of the motivational strategies that the TSC can use to motivate the teachers

**Topic one:** TSC incentives and their influence on teachers' performance

- a) In your view, why do you think that the allowances given by the TSC can make you put more effort in your work?
- b) Is there need of the government identifying the teacher of the year (TOYA) after the release of KCSE results?
- c) Which other way can the TSC adopt to ensure that every teacher is awarded to stir their motivation by the end of every year
- d) Do you work in hardship area? How do you find the work conditions coupled with unfriendly environment

**Topic Two:** Career Progression and its influence on teachers' performance

- a) Which are some of the obstacles that you encounter during your quest for promotion to higher job groups.
- b) Are you paid any extra amount of money when you go for study leave?
- c) Which are some of the challenges that you face when you want to make any advances on promotion?
- d) Do you work in an environment that motivates you to aspire to be the best teacher with most relevant skills and ideas?

**Topic Three:** Teacher Care and performance

- a) Is the working environment conducive for you?
- b) When did you last visit the County Guidance and counseling office over your personal issues
- c) Have you been given enough opportunity to exploit the skills and knowledge you acquired in your profession?
- d) How do you handle learners with indiscipline cases in your school

**Topic Four:** Strategic Focus and teachers' Performance

- a) How frequent is your professional documents updated
- b) How do you cover the untaught lessons in your subjects
- c) What is TSC doing to help you know the policies that are relevant in your work station
- d) Is the top bottom leadership skills effective in your school

**Conclusion Question:** of all the strategies we have discussed, which one would you consider the best strategy that can motivate the teachers.

THANK YOU.

## **Appendix F: TSC Sub-County Director of Education Interview Guide**

### **INFLUENCE OF TSC MOTIVATIONAL STRATEGIES ON TEACHERS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MIGORI COUNTY, KENYA.**






The purpose of the study is to get respondents' perceptions on the teachers' motivational strategies that influencing teachers' performance which further results to students' academic achievements

1. How do you reward your teachers who have performed exemplary well in their subject areas within the sub county? Explain how the approaches promoted performance of teachers.
2. What is the ratio of teachers' to the students in the sub county? Kindly elaborate on how this has influenced teacher performance.
3. How many teachers have been promoted to the next job group or deployed to administrative posts in your sub-county for the last five years?
4. Which are some of the avenues that are available for teachers to progress on, that can help improve on their pedagogical performance in the school?
5. In what ways do you think the BOM influence academic performance of students in the school?
6. How are the principals encouraged to improve on their leadership skill that can help enhance teachers' performances?

**THANK YOU**



## Appendix G: NACOSTI Research License

	
REPUBLIC OF KENYA	NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: <b>149142</b>	Date of Issue: <b>24/March/2021</b>
<b>RESEARCH LICENSE</b>	
	
<b>This is to Certify that Miss. evaline ATIENO OMOLLO of Rongo University, has been licensed to conduct research in Migori on the topic: TEACHERS SERVICE COMMISSION MOTIVATIONAL STRATEGIES AND THEIR INFLUENCE ON TEACHERS PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MIGORI COUNTY, KENYA for the period ending : 24/March/2022.</b>	
License No: NACOSTI/P/21/9641	
<b>149142</b>	
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**Appendix H: Board of Postgraduate Studies Research Authorization Letter**



OFFICE OF THE DEAN  
SCHOOL OF GRADUATE STUDIES

Tel. 0771349741

P.O. Box 103 - 40404  
**RONGO**

Our Ref: **PEA/6001/2015**

**Date:** Tuesday, March 16, 2021

The Chief Executive Officer,  
National Commission for Science, Technology & Innovation,  
off Waiyaki Way, Upper Kabete,  
P.O Box 30623-00100,  
**Nairobi-KENYA.**

Dear Sir,

**RE: RESEARCH PERMIT FOR MS. OMOLO ATIENO EVALINE-PEA/6001/2015**

We wish to inform you that the above person is a bona fide graduate student of Rongo University in the School of Education pursuing a PhD degree in Educational Management and Policy. She has been authorized by the University to undertake research titled; ***“Teachers service Commission Motivational Strategies and Their Influence on Teachers Performance in Public Secondary Schools in Migori County, Kenya”.***

This is, therefore, to request the commission to issue her with a research permit to enable her proceed for field work.

Your assistance to her shall be highly appreciated.

Thank you.

Dr. Edward Anino  
**DEAN, SCHOOL OF GRADUATE STUDIES**

Copy to: Vice Chancellor  
Deputy Vice Chancellor (Academic and Student Affairs).  
Dean, School of Education  
HoD, Management and Foundations



Appendix I: Ministry of Education Authority Letter



**MINISTRY OF EDUCATION**  
**State Department of Early Learning and Basic Education**

Telephone: (059) 20420  
Fax: 05920420  
When replying please  
quote

COUNTY DIRECTOR OF EDUCATION  
MIGORI COUNTY  
P.O. Box 466-40400  
SUNA – MIGORI

REF: MIG/CDE/ADMN./73/VOL.II 185

DATE: 15<sup>TH</sup> APRIL, 2021

Miss. Evaline Atieno Omollo  
Rongo University.

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on “**Teachers Service Commission motivational strategies and their influence on teacher’s performance in public secondary schools in Migori County, Kenya**” and subsequent approval by NACOSTI vide research license no.: NACOSTI/P/21/9641. I am pleased to inform you that you have been authorized to undertake research in **Migori County** for a period ending **24th March, 2022**.

During the research, you are expected to exercise high levels of research integrity.

FOR: COUNTY DIRECTOR OF EDUCATION  
MIGORI COUNTY  
P. O. Box 466 - 40400, SUNA  
MIGORI

Elizabeth Otieno (Mrs.)  
County Director of Education  
MIGORI COUNTY