

Influence of Teachers Service Commission's Career Progression on Teachers' Performance in Public Secondary Schools in Migori County, Kenya

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Abstract

The study sought to establish the influence of Teachers Service Commission's career progression on teachers' performance. Cross sectional survey design was adopted with a population of 3010 teachers, 271 secondary school principals and 10 Sub-County Directors of Education. Simple random sampling 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 357 teachers. Questionnaires were administered to teacher and principals, Focus Group Discussion to the teachers while the interview guide was used to collect data from Sub-County Directors of Education. Piloting was done and 36 teacher, 8 principals and 2 Sub-County Directors of Education were included. Validity was ascertained by expert judgement and reliability determined using test retest technique. Quantitative data was inferentially analysed using Independent two sample t test while qualitative data was thematically analysed. The study established that; Teachers Service Commission career progression prospects have very low positive motivational influence ($r=0.246$, $p<.05$) on teachers' performance and the null hypothesis stated was rejected. The findings of the study may be of value to the Education developers to help improve the reward system and invest significantly on the teachers who enhance improvement on learners' academic achievements.

Keywords: Influence, Teachers, Career progression, Performance, Kenya

I. Introduction

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 own use which can make the feelings be inwardly appreciated in order to obtain accomplishment and self-actualization, thus, making learning happen with passion, creativity and determination (Irma, 2015). Mexico has established salary differentials as explained by Mosconi, (2018) thereby motivating teachers for working in rural areas and introducing salary structure that reward teachers for improved performance and student learning. In Chile, Santiago, Ariel, Sandra, and Thomas, (2017) in one of the International Organization publication, administer the plan in government that occasionally reward teachers who are almost retiring, this is because its believed that their performance rate has decline and on the other hand, others teachers who are still in service are motivated depending on their subjects of specialization are awarded differently depending on their performance level. A study done in Zambia affirmed that a government must lead in providing the teachers with subsequent in-career development, rewarding their services and sustaining their morale through satisfactory terms and conditions of service (Thomas & Lefebwe, 2014) as the teachers are the key persons in determining success in meeting the goals, education and personal well-being of children in schools hinges crucially on their commitments and resourcefulness. Most teachers in high schools have met their basic human needs in Kenya, therefore, Orodho, Waweru and Getange, (2014) in their research work support that, TSC should focus on creating other motivational strategies which satisfies the growth or higher order needs that can make teachers be resilient in their work. The employer can organize for other support that can help retain these teachers in the profession, as supported by Taylor, (2013) who stated that, quality teacher preparation programs, administrative support, sufficient salaries, adequate workplace conditions, mentorship and opportunities for professional development are very important. The TSC Act of 2012 in Kenya mandates the Commission to facilitate career progression and professional development of teachers, monitor their conduct and performance among other functions which are teacher related such as qualification, experience, job satisfaction, professional development and teaching

methods all of which must be done following a specifically laid strategy in relation to teacher performance (Nicholas, 2012; Mugambi, 2015). Kenya requires knowledgeable and skilled leaders with technical skills who can be able to provide professional guidance for teachers to develop high level of self-confidence, effectiveness and enthusiasm (Adgoy, 2019) to help curb the challenges of the 21st century and this is why the government has allocated 20% of the yearly budget with an expectation of having good returns in 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 learners to change their behavior and enhance competencies for sustainable development. To help improve the teachers' performance within Migori County, the employer should work on the motivational strategies that will ensure that teachers within the county are well motivated, failure to which the performance level of the teachers will reduce and academic standards of learners within Migori county will continue lagging behind in comparison to other neighboring counties like Homabay and Kisii. Based on the above premises, a research needs to be conducted to look into Teachers Service commission motivational strategies and their Influence on teachers' performance in public secondary school in Migori County. Table 1 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:
Teachers Service Commission Motivational Strategies in Migori County from 2017-2019.

Year	Incentives (POYA, TOYA)	Career progression (promotion)	Teacher Management (Guidance Counseling)	Strategic direction and (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 1.1, it is clear that the strategies being used by the TSC are not being applied commensurate to 3,291 secondary school teachers within the county. Efficiency in teachers' motivation at the County and Sub-county levels should therefore be improved. There is nothing much that has been done as indicators of motivational strategies of the teachers as shown in Table 1.1.

1.2 Career Progression and Teachers' Performance

Career progression is an essential source of motivation to workers as moving up an organization hierarchy through promotion. It increases an employee's effort to have a strong involvement in the organization and career activities (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. Career progression was characterized inform of promotion and professional development. 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 which is a process of arousal and internal satisfaction in which the teacher is continually upgraded over time by way of salary increment and higher level of responsibility (Motoke, 2011) is an indicator of career progression. Kerwick-Chrisp and Schuette (2017) expound that 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. In the TSC Act 12 of 2012, promotion of teachers is based on existence of funded vacancies in the approved establishment and minimum qualifications per grade. The TSC Act of 2012 facilitates Career progression and professional development for teachers in the teaching 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. Responding from a study done in the public secondary schools focusing on the factors influencing teachers' job performance in the rural Obigala village in Nigeria, Emenike, (2011) as quoted by Ndijuye, and Tandika, (2019) observed that teachers who obtain regular promotion were more motivated to increase their level of work performance than those who were static on their grades. This point has also been supported by Nyakongo, (2015) when addressing the influence of motivation on teachers' job performance in public secondary schools in Rachuonyo South Sub-County, Homa-Bay County. Ndijuye and Tandika, (2019) in their findings on a study carried out in Tanzania states that, teachers need to be recognized because this is like appreciating their effort in what

they have done. They further states that, motivating teachers is not only improving their salaries but even acknowledging those who perform well in teaching activities at different levels of learning. 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. Langat, (2013) when focusing on a survey of motivational factors on the performance of students observed that, failure to promote teachers encourages apathy in taking up assigned responsibilities in most learning institutions. He recommends that the school management should device internal promotion arrangements to motivate teachers. Emenike, (2011) in his study also supported that, teachers who observe regular promotion were more motivated to increase their level of performance than those who were static on their grade. Promotion of teachers' is done in line with teachers' performance appraisal report which forms the basis for the reward system, including promotion and deployment to position of higher authority such as head of department, deputy headship and headship. The appraisal report guides and help to strengthen supervision and continuously monitor performance of teachers in curriculum implementation at the institution level (Lenairoshi, 2017: T.S.C Act, 2012). 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 and greater absenteeism of both the teacher and the learners will results to low productivity (Barasa, 2015). For this study, it's specifically the teacher who needs to be motivated in order to get the best outcome from the learners. The production of motivated professional and competent teachers is a function of government. Some researchers found that teachers were dissatisfied with opportunities for promotion (Achoka, Poipoi, & Sirma, 2011: Mkumbo, 2011: Mhozya, 2007) and more pay did not motivate them neither (Abd- El- Fattah, 2010). In Botswana, the majority of teachers felt dissatisfied by the poorly defined promotion procedures and the opportunities available (Monyatsi, Mullan, Phelps, Michael, Edwin, (2022) thereby making them have no value towards promotion in relation to students' academic performance. As much as promotion is viewed as a motivating factor, Ndiguye and Tandika (2019) in their research found that, teachers promoted with poor grades, hardly cover the syllabus and this is what is happening in most community secondary schools. They further state that, teaches are not doing enough due to lack of motivation such as timely promotion. Professional development is a continuing

educational skill and knowledge attained for both personal development and career achievement for educators. It encompasses all types of facilitated learning opportunities ranging from college to formal course work and informal learning opportunities (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. 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, more knowledge and industry insight he or she will gain. 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, decrease in organizational commitment and even worse leaving for greener pasture (Charamie, Sturman & Walsh, 2007: Muchanje, Njuguna, Kalai, & Bironga, 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 above discussion, the principal in collaboration with the employer 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, as compared to the teachers of private schools (Shah & Paudel, 2018). Lessons from Shanghai, Finland and Korea which have most successful education systems in the world indicates that Teacher development and peer collaboration is one of the pillars of retaining motivated and effective teacher in their education system (UNICEF- Uganda, 2017). In the rice of emerging issues, Jonyo, Owuor, Jonyo and Odera, (2017) explains that, teacher shortage, provision of quality education, professionalizing the teaching service, promotion of teachers, teachers' conduct and performance, litigation, information, communication and technology integration, management of HIV and AIDS, industrial unrest, and deployment of effective teachers, leadership positions as emerging issues, require more funds to help address teacher deficits which will make the profession more attractive and enhance retention of well trained, qualified and experienced teachers. Kazmi, Pervez & Mumtaz,

(2011) in their study concluded that career progression work as a catalyst which provides a significant change in a teacher, redefines roles, broadens vision and enhances the attributes of a teacher. From the foregoing, it is notable that the knowledge gap relating to the literature reviewed was the deficiency in providing information on the Teachers Service Commission career progression in relation to teacher job performance in public secondary schools, a gap this study intended to fill.

II. Research Methodology.

The study adopted descriptive cross-sectional survey research design which is defined by Cohen, Manion and Marrison (2011) as the method used in getting information through responses that a sample of individual respondents give to questions presented. The study employed mixed method research approaches also referred to as triangulation-combined method where quantitative and qualitative data were involved. Study was carried out in Migori County and the target population comprised of secondary school teachers from 271 secondary schools in the county, Principals and TSC Sub-County Directors from the ten sub counties in Migori County. In this study, probability and non-probability sampling was used. To determine the sample size of teachers, Krejcie and Morgan (1970) table was used and the study population of 3010 was first rounded off to 3000, and the sample size determined as 341. Cluster sampling formula was further used to determine the number of teachers who were selected for the study in each sub-county. To determine the sampling distribution based on category and type of public secondary schools, proportionate allocation of principals per school was done depending on category and type of the school.

Purposive sampling was adopted to select the two principals of national schools as they are just two national schools in the whole county, whereas simple random sampling was used to select principals from extra-county, county and sub county public secondary schools within Migori County. The approach was used to ensure representativeness of principals in the study (Cohen, 2007). For TSC-SCDE, Purposive sampling technique was therefore used as the population under study was small and specific (Kothari, 2006) where all the 10 TSC-SCDEs were considered in the study as respondents (Cohen, Manion, & Morrison, (2011)

Three instruments were used to collect data for this study, these included: questionnaires, focus group discussion and interview schedules. Questionnaires were used to gather information from

the teachers and the principals, focus group discussion for the teachers and Interview guide was used to get information from the TSC Sub-County Directors of Education.

To ensure effectiveness of the research instruments used in the study, a pre-test was carried out (Kothari, 2004). Frankael & Wallen (2009) notes that, at least 10% of the study is adequate for a pilot study. Therefore, out of 357 teachers, 30(10%), 81 principals 30(10%) and 10 SCDE 30(10%) were 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 (ten) teachers. Two (2) SCDE were involved as 1(one) is not interactive. The respondents involved in pre-testing were excluded from the data collection in the main study. Face and content validity was determined by presenting the instrument to the supervisors and experts in the Department of Educational Management and Foundation at Rongo University who are authorities in the area for scrutiny and advice. To ensure that the validity of the research instrument holds, the content validity was compared with the research objective. The contents and the impressions of the instruments were improved based on the authorities' advice and comments.

Reliability was first tested through instrument reliability test where a pilot study was conducted in a population similar to, but not included within the study sample (Orodho, 2009). The process was repeated on the same respondents after two weeks. The tool was adjusted until it provided consistent results (Kothari, 2004). This was done by testing instrument being subjected to pre-testing at Rongo University after which necessary corrections were done. The case study mode ensured that the procedures used were well documented and can be repeated with the same results over and over again.

Data was collected on the two occasions and Pearson's product moment correlation coefficient was used to determine the reliability of the questionnaires at the set p-value of 0.05 and a reliability coefficient of 0.70 and above was considered reliable for the teachers and similarly for the principals 'questionnaires as supported by Bonett, (2010). Data Collection Procedure was followed after acquiring the relevant documents before data collection is done. Data collected was analyzed using quantitative and qualitative techniques. Statistical Package for Social Science (SPSS) which handles large amount of data was used to analyze Quantitative data, given its wide spectrum of statistical procedures (Martin & Acuna, 2002). Independent two samples t-test was used to test the significant differences between groups. In order to determine the effectiveness of

TSC motivational strategies, 5-point rating scale was used in form of; Very low = 1, low = 2, moderate = 3, high = 4 and very high = 5. Data on TSC career progression that influence teachers' performance were organized in percentages, frequencies and mean and bivariate analysis was subjected to Pearson's Correlation to ensure that the observed null hypothesis were statistically significant.

Qualitative data was edited by checking the completed research instruments to identify and minimize error, incomplete responses, and misclassification and information gaps. The five focus group discussions were taped and later transcribed in full. The data was then analyzed adopting both a framework analysis and content analysis methodologies. The researcher compared detailed analysis of each interviews and drafted the research findings. Final conclusions were then drawn and ethical consideration was of utmost importance (De Vos et al., 2011).

III. Results and Discussions

Career progression was operationalized as professional development and promotional opportunities. Table 1 presents the summary of analysis to the responses of teachers and principals with regard to the influence of career progressions opportunities provided by Teachers Service Commission.

Table 2:

Independent Sample t-test on Teachers Service Commission's Professional Development Opportunities on Job Performance

	Res	Mean	SD	t-test
The professional development opportunities offered in my job help me to maintain student discipline	Teacher	3.37	1.09	t(410)=-.240, p=.811
	Principal	3.40	.98	
The professional development opportunities offered in my job help me to address learning content and outcome	Teacher	3.75	.83	t(410)=.331, p=.741
	Principal	3.71	.86	
The professional development opportunities offered in my job help me cover the syllabus in time	Teacher	3.61	1.19	t(410)=-.359, p=.720
	Principal	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 2 indicated that the independent samples t-test showed that there were no significant differences between teachers rating and principals' rating on maintenance of students' discipline, addressing of learning content and outcome, and timely completion of syllabus. Therefore, suggesting that professional development opportunities offered by Teachers Service Commission have positive influence on teachers' motivation.

The study further sought to test and establish the relationship between Teachers Service Commission career progression and teacher job performance and the study tested the following hypothesis; *H₀₂: There is no significant influence between Teachers Service Commission career progression and teacher job performance in Public Secondary Schools within Migori County, Kenya*; using Pearson's Correlation analysis. The results are presented in Table 3

Table 3: Teachers Service Commission Career Progression and Teacher Performance

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

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

The result in Table 3 revealed that Teachers Service Commission career progression prospects have very low positive significant relationship ($r=0.246$, $p<.05$) with teacher job performance. The study rejected the null hypothesis and concluded that Teachers Service Commission career progression has very low influence on timely syllabus coverage, choice of effective teaching methods and maintenance of student discipline in secondary schools. From these findings it can be concluded that career progression of teachers does not highly influence the teachers' level of performance. 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, Choge and Kodak (2020) are in agreement with findings in table 4 as they stated 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. This has also been supported by Kini and Podolski, (2016). Morki, (2012) and Charlotte, (2011) who supported 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 as supported by Charamie, Sturman & Walsh, (2007) and Muchanje, Njuguna, Kalai, & Bironga, (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, 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 assertions from the findings were that, the professional development effort of Teachers Service Commission has not motivated teachers to actualize optimal performance in their job performance as also supported by Charamie, Sturman & Walsh, (2007): Muchanje, Njuguna, Kalai, & Bironga, (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 and decrease in organizational commitment as also supported by Sub-County Director 4 as confirmed from the interview. 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 stated by Jonyo, Owuor, and Odera, (2017). The findings are also in line with Ndijuye, & Tandika, (2019) and Nyakongo, (2015) who 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. Ogunlade, Kamonges and Abdulkadir, (2015) further affirmed that promotion and commitment to work were statically and significantly related. The result of the hypothesis are in line with some researchers who found that teachers were dissatisfied with opportunities for promotion (Achoka, Poipoi, & Sirma, 2011: Mkumbo, 2011: Mhozya, 2007), hence do not see the major reason for

seeking for promotion. Langat, Linge, & Silkelieh (2013) 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 as supported by Okurame (2012) while explaining that, career progression is an essential source of motivation to teachers as moving up an organization hierarchy through promotion. 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. Appointing teachers to higher job groups that come along with an increase in salaries to some extent, according to Nick and Natasha (2019), 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, Mullan, Phelps, Michael, Edwin, 2022) thereby making them have no urge towards promotion in relation to students' academic performance.

IV. Summary

The study established that, Majority 373 (90.5%) of teachers and principals were aware of career progression and acknowledged its importance in enhancing teachers' job 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 hypothesis, it was confirmed that, there was no significant influence between Teachers Service Commission career progression and teacher performance in Public Secondary Schools within Migori County, Kenya.

It was concluded that, Teachers Service Commission career progression prospects have very low positive motivational influence ($r=0.246$, $p<.05$) on teacher job performance.

V. Conclusion

TSC career progression prospects had very weak positive motivational influence ($r=0.246$, $p<.05$) on teacher job performance, however, the 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.

VI. Recommendations

Based on the study findings and conclusions, it was proposed 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.

For further research, it was suggested that, an investigation into effectiveness of Teachers Service Commission promotion of teachers' job performance in public secondary schools and a study on school principals' contribution on teachers' job performance in public secondary schools in Kenya.

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