

**PRINCIPALS' MOTIVATION STRATEGIES AND TEACHERS' WORK
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA**

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DECLARATION

Student's Declaration:

I hereby declare that this project is original and has not been submitted for certification to any other institution or organization. This study appropriately acknowledges and cites all referenced sources. In compliance with anti-plagiarism regulations and the APA citation system, any text, data (including spoken words), images, photographs, or tables copied from other sources, such as the internet, have been correctly cited and referenced.

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ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi-Arid Lands
ILO	International Labour Organization
KCSE	Kenya Certificate of Secondary Education
KNBS	Kenya National Bureau of Statistics
OECD	Organizations for Economic Cooperation and Development
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNESCO	United Nations Education, Scientific and Cultural Organization

ABSTRACT

Teachers in public secondary schools in Githunguri Sub-County face low levels of motivation, which negatively impacts their performance and the quality of education they deliver to students. Motivation, a key strategy in human resource management, plays a crucial role in enhancing employee productivity and effectiveness. In the context of schools, principals can leverage motivational strategies to improve teachers' performance and overall job satisfaction. Therefore, this study aimed to examine how principals' motivation methods affect teacher performance in public secondary schools in Githunguri Sub-County, Kiambu County, Kenya. The study also aims to find ways to enhance teachers' productivity through motivation. The study objectives were; to explore the effect of the financial incentives on the teachers' work performance; to assess how recognition of exceptional performance affects teachers' performance of their work; to determine the extent to which delegation of responsibilities to teachers influences their work performance; and to investigate how the provision of prompt feedback to teachers influences their work performance. This research is based on Herzberg's Two-Factor Theory of Motivation. It adopted a descriptive research design and collected data from 180 participants, including teachers and principals chosen through stratified and simple random sampling techniques. The primary tool for data collection was a questionnaire, which gathered quantitative information. The data was analyzed using descriptive and correlational statistics with the help of the Statistical Package for Social Sciences (SPSS) Version 25. Utilizing descriptive statistics, the data was examined using means, standard deviations, frequencies, and percentages. Also, Pearson's Product Moment Correlation Model and a linear regression model were used to examine the relationships between the independent and dependent variables. The results were presented using tables and graphs, while qualitative data from focus groups were analyzed thematically. Ethical considerations were maintained to ensure the findings' credibility. The findings showed that financial rewards, recognition of teachers, delegation of tasks, and timely feedback from principals positively affect teachers' job performance. The significance of these factors is highlighted by p-values of 0.023, 0.046, 0.037, and 0.032, all of which are below 0.05, indicating a significant relationship. The study concludes that financial incentives, recognition, delegation of duties, and prompt feedback all positively influence teachers' performance, as these relationships are statistically significant. It is recommended that principals implement financial rewards as a motivation strategy. Offering bonuses based on performance can effectively encourage teachers to excel. It is essential to ensure that these incentives are fair, transparent, and linked to measurable outcomes to prevent feelings of inequity among teachers. Moreover, principals should recognize teachers' efforts and accomplishments through methods such as verbal praise, awards, or acknowledgment during staff meetings.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The research background, problem statement, purpose and objectives, questions, significance, limitations and delimitations, study assumptions, theoretical and conceptual framework, and, finally, definitions of operational terms are all included in this part.

1.1 Background to the Study

Motivation is a fundamental aspect of human resource management, playing a vital role in ensuring employee satisfaction and enhancing productivity. It is essential for the success of any organization. Dugguh (2014) defines motivation as the driving force behind an individual's behavior. Similarly, James and Stoner (2009) describe motivation as a set of psychological traits that enable a person to achieve their goals. Beach (2005) adds that motivation revolves around personal objectives and the effort individuals invest in achieving them.

Motivation encourages employees to work harder and helps organizations achieve better results. It energizes the workforce, improving efficiency and effectiveness (Olusola & Addeh, 2021). Oyolla (2021) states that motivation has been used since the industrial age to enhance the work experience and personal satisfaction of employees. Therefore, employers and managers must know how to implement this approach effectively. Khin and Htut (2018) define teacher motivation as the enthusiasm and willingness of teachers to work in classrooms and participate in teaching activities. There are two types of motivation: intrinsic and extrinsic. Intrinsic motivation comes from within a person or the activity itself. For example, some teachers enjoy sharing knowledge and helping students grow. Extrinsic motivation relies on external factors, like being paid for good work. When school principals recognize or reward

teachers for their efforts, it exemplifies extrinsic motivation. Conversely, if teachers voluntarily go beyond expectations without extra pay, that shows intrinsic motivation (Norida, Olurotimi & Shonubi, 2016).

Manzoor (2012) states that recognizing employees boosts their drive to meet organizational goals. On the flip side, dissatisfied employees may waste time at work or leave the organization. Mohamed (2020) highlights that teacher motivation is related to rewards, appreciation, work environment, performance evaluations, and incentives. Thus, motivation guides teachers in achieving educational objectives. The school principal plays a vital role in implementing educational programs. The success of the institution hinges on the principal's management and leadership skills (Okwatsa, 2021). According to the TSC Policy on Career Progression Guidelines for Teachers (2018), the principal is responsible for daily operations, curriculum activities, policy implementation, and planning (TSC, 2018). The principal also oversees the school's facilities and the well-being of both staff and students. To effectively implement school programs, the principal should work closely with teachers and create a supportive environment. By motivating teachers, the principal can enhance students' learning experiences (Khin & Htut, 2018).

Teachers convey educational goals and transfer knowledge to students. Teacher performance encompasses their responsibilities in teaching and managing learners inside and outside the classroom. Situma and Iravo (2015) note that teacher performance assessment includes academic results, lesson preparation, student assessments, and extracurricular activities. Motivated teachers tend to improve student achievement as well. To bring positive change to education, we must first address teachers' motivation. Highly motivated teachers strive to meet both personal and institutional goals. Many studies on teacher motivation have been conducted in various countries. For instance, Karimi, Brazier, and Basarir (2016) found that increased

teacher morale positively affected student performance in Finland. In the UK, teachers enjoy numerous professional development opportunities. However, in countries like the USA, India, and Canada, teachers sometimes switch careers due to low motivation linked to lower salaries and limited advancement. In South Africa, additional pay motivated teachers to go the extra mile, while in Tanzania, providing food was a significant motivator (Mark, 2012).

A UNESCO (2017) study found that teaching status is declining, especially in public schools in Africa. Low salaries, poor growth opportunities, and challenging working conditions in remote areas add to this decline. The study suggests better salaries and working conditions as motivational strategies for educators. Motivation enhance a teacher's performance because it fosters a sense of personal and institutional achievement (Okwatsa, 2021). There are various ways to boost motivation, such as financial incentives, growth opportunities, and recognition. A study by Apolline (2015) in Cameroon found that supportive leadership motivates teachers to improve their performance. The principal should know what inspires teachers and use that knowledge effectively. Fiumara (2016) suggests that creating a positive work environment encourages teachers to stay in the profession, while recognition raises self-esteem and confidence. When teachers participate in decisions about school activities, they become more committed and satisfied with their work (Khin & Htut, 2018).

Teacher performance is not just about student academic results; it also involves a teacher's ability to complete assigned tasks effectively. According to Sumarjo and Muhammad (2021), teacher performance should be evaluated comprehensively, considering commitment to teaching, student performance, teamwork, and readiness to tackle student-related issues. Adolph (2021) adds that performance also includes supervising student activities, managing assessments, and utilizing classroom time efficiently. All public school teachers are hired by the Teachers Service Commission (TSC), which handles their HR functions, including pay,

promotions, and transfers (TSC Act Section 11, 2012). A study by Muia, Okoth, and Nyagah (2017) revealed that long promotion delays demotivated many teachers, with some remaining in the same job group for over ten years, despite the fact that promotions could boost morale and productivity. Teacher pay is linked to their job grade, impacting their quality of life. Othoo and Nekesa (2022) argue that the TSC and school officials should provide a supportive environment to motivate educators to perform better.

Situma and Iravo (2015) identify three key factors that influence teachers' work performance in Kenya: personal, school-based, and employer-based factors. These elements have a direct impact on teachers' motivation, which in turn affects their performance. Motivation is shaped by various aspects, such as working conditions, remuneration, opportunities for career advancement, and reward systems. It plays a crucial role in fostering professional growth and inspiring teachers to strive for excellence. Cheptoeck (2020) highlights the importance of establishing clear career progression pathways for teachers to achieve professional recognition. However, limited opportunities for advancement mean that only a few teachers rise to administrative roles, leaving the majority without avenues for growth.

Despite efforts to motivate teachers, there is low motivation across various teacher categories (Oyolla, 2021). Bukhuni, Namusonge, and Makokha (2019) identify limited advancement as a major demotivating factor. The International Labour Organization (2017) recommends a clear promotion system for public school teachers, but many remain stagnated in job positions. This stagnation demotivates teachers, leading to poor professional behavior, absenteeism, lower student performance, and diminished engagement in extracurricular activities. Teacher performance indicators may include student exam results, job duties completion, and student involvement in activities like sports and arts.

In the 2022 KCSE exams, Githunguri sub-county had a mean score of 3.913, slightly up from 3.866 in 2021 (Githunguri SCDE, 2023). In 2022 sports competitions, no local schools reached regional levels, although some excelled in music. This lack of teacher performance improvement may relate to several factors, with motivation being one. While some school principals have implemented motivational strategies, more can be done to uplift teacher morale and enhance performance (Kamau, Bula, and Oringo, 2018). Therefore, a survey is necessary to assess the motivational strategies used by principals and their impact on teacher performance.

One effective way to motivate teachers is through financial incentives. Bukhuni, Namusonge, and Makokha (2019) found that teachers who receive significant financial incentives are more motivated than those who receive little or none. Teachers in the medical field can engage in private practice, a luxury not afforded to educators. Studies in Indonesia (Hendrawijaya et al., 2020) and Kenya (Othoo and Nekesa, 2022) show that financial incentives are crucial motivators. Such incentives encourage teachers to improve their academic and non-academic performance, creating a drive to excel for potential rewards. This study will explore whether principals in Githunguri sub-county provide financial incentives and how these affect teacher performances.

Employee recognition is another non-monetary motivational tool. Rewards, such as gifts or certificates, acknowledge high-performing employees. Recognition boosts an employee's self-worth, leading to increased job satisfaction and productivity (Tessema, Ready, and Embaye, 2013). An empirical study in Uganda (SSaka, 2017) showed a positive relationship between teacher recognition and performance. Acknowledgment can motivate teachers to excel in various roles, while failure to appreciate their efforts may lead to demotivation. This survey

aims to determine how principals in Githunguri sub-county recognize teachers who perform well.

In schools, delegation involves assigning tasks and responsibilities to educators. This can include administrative roles, class teaching, duty assignments, and managing school activities (Hanaysha & Tahir, 2016). A study by Manundu, Mulwa, and Mwanza (2022) in Nairobi found that most teachers and principals agree that task delegation allows teachers to develop new skills and advance. This study will assess how much Githunguri sub-county principals delegate responsibilities and its impact on teacher performance.

Principal feedback significantly improves teacher performance. Feedback is objective, based on measurable results, or subjective, based on evaluations by superiors. According to Kihama and Wainaina (2019), prompt feedback supports teachers' professional growth. Studies show that feedback roles vary in different contexts. For instance, in Japan, principals conduct regular observations and share assessments with teachers for their development (OECD, 2016). In Canada, timely appraisals help determine teachers' training needs and career advancements (Laura, 2021). Lack of feedback prevents teachers from learning and improving. This survey will examine whether Githunguri sub-county principals provide timely feedback and its effect on teacher performance. This research aimed to explore the influence of financial incentives, recognition, responsibility delegation, and feedback on teacher motivation and performance in Githunguri sub-county.

1.2 Statement of the Problem

Effective motivation of teachers is crucial for enhancing their work performance, as it helps them feel that they are achieving both personal and institutional goals. When teachers are motivated, they are more likely to fulfill their curricular and co-curricular responsibilities

satisfactorily. This places a significant responsibility on school principals to develop and implement effective strategies that sustain teacher motivation and job satisfaction. However, there is evidence of a decline in teachers' professional conduct, which negatively affects their productivity. For instance, teachers have been dedicating less time to co-curricular activities. This decline results from various factors, with teacher motivation being a key contributor. It is possible that principals are either not motivating teachers effectively or using inappropriate motivation strategies. If teachers are not adequately motivated, it could impede students' academic and non-academic achievements.

Previous studies in Githunguri Sub-county have focused on the impact of teacher appraisal and the influence of head teachers' supervision methods on student achievement. However, these studies did not examine the role of teacher motivation and its effects on teachers' work performance. This gap in knowledge is what this research aims to address. Therefore, this study sought to identify motivational strategies that school principals can implement and assess how these strategies influence the work performance of teachers in public secondary schools in Githunguri Sub-County, Kiambu County.

1.2.1 Purpose of the Study

The aim of this research was to investigate how principals' motivation strategies influenced the work performance of teachers in public secondary schools in Githunguri Sub-County, Kiambu County, Kenya with a bid to suggesting how the teachers' productivity at their work stations can be improved through motivation.

1.2.2 Specific Objectives

The research aimed at achieving the stated specific objectives:

- i. To explore the influence of the principals' financial incentives on the teachers' work performance.
- ii. To assess how principals' recognition of teacher's exceptional performance affects performance of their work.
- iii. To determine the extent to which principals' delegation of responsibilities to teachers influences their work performance.
- iv. To investigate how the principals' provision of prompt feedback to teachers influences their work performance.

1.2.3 Null Hypotheses

- i. H₀₁: There is no significant relationship between provision of financial incentives to teachers and their work performance.
- ii. H₀₂: There is no significant relationship between principals' recognition of teacher's exceptional performance and the teachers' work performance.
- iii. H₀₃: There is no significant relationship between principal's delegation of responsibilities to teachers and the teachers' work performance.
- iv. H₀₄: There is no significant relationship between principal's provision of prompt feedback to teachers and the teachers' work performance.

1.2.4 Research Questions

The study questions include:

- i. What is the influence of principals' provision of financial incentives to teachers on teachers' work performance?
- ii. How does principals' recognition of teacher's exceptional performance influence teachers' work performance?
- iii. What is the influence of principal's delegation of responsibilities to teachers on teachers' work performance?
- iv. How does principal's provision of prompt feedback to teachers influence teachers' work performance?

1.3 Significance of the Study

- i. The results of the study might add to the corpus of information already available on employee performance and motivation. It provides empirical data on various motivation initiatives and strategies that schools can implement.
- ii. Moreover, the findings could benefit schools in Githunguri Sub-county and other stakeholders in the education sector by informing staff incentive tactics that can enhance teachers' job performance.
- iii. Additionally, the results may be valuable for secondary school principals, helping them better understand how to motivate their teaching staff to improve work performance.
- iv. The outcomes of this research may also raise awareness about the significance of teacher motivation within schools. The Ministry of Education and the Teachers Service Commission could adopt some of the motivation strategies suggested by this study to implement in schools, aiming to boost students' educational performance.

1.4 Limitations and Delimitations of the Study

1.4.1 Limitations

The main limitation that the researcher encountered was that some respondents especially the school principals were not ready to take part in the research because of the fear of revealing some information about their school. Equally, some teachers could fail to give credible information needed for the research for the distress of abuse. However, to mitigate this, the researcher guaranteed them of their privacy and the confidentiality of the information given. Also, the researcher obtained an introduction letter from Kenyatta University's Graduate School explicitly declaring that the research was being conducted only for academic purposes.

1.4.2 Delimitations

The researcher collected data from Githunguri Sub-county only regarding how much each of the 37 public secondary schools have embraced teacher motivation strategies. Data was collected on the topic of study only and not any other extraneous matter. The research did not consider any motivational strategies accorded to the teachers by the TSC or any other player outside of the formal school administrative structure led by the principal. The target population was limited to principals and teachers of public secondary schools within the Githunguri sub-county. Another limitation of the study was that it was limited to public secondary schools within Kiambu County; hence, the findings could not be extrapolated to other sub-countries.

1.5 Assumptions of the research

The study assumptions were:

- i. The information gathered from the participants was factual and bias-free.

- ii. All study respondents responded accurately and freely to each and every research question.
- iii. All schools in Githunguri Sub-county have instituted motivational strategies for their teachers.

1.6 Theoretical and Conceptual Framework

This research was anchored on the Herzberg's Two Factor Theory of Motivation.

1.6.1 Herzberg's Two-Factor Theory of Motivation

The Two-Factor Theory of Motivation which was formulated by Frederick Herzberg (1959). Mausner and Snyderman studied what affects employee job satisfaction. They found that some factors encourage workers when present, while others lead to discontent when absent. These factors are known as Hygiene Factors and Motivator Factors. The hypothesis states that "No Satisfaction" is the opposite of "Satisfaction," and "No Dissatisfaction" is the opposite of "Dissatisfaction."

Hygiene Factors contribute to general satisfaction and help prevent dissatisfaction. When these elements are present in the workplace, they soothe employees and stop them from feeling unhappy. Hygiene Factors include things like company policies, management practices, relationships with coworkers, and supervisory styles. They cover areas such as working hours, breaks, leave policies, and dress codes. Other important factors include a fair salary and benefits like medical insurance and job security. The physical work environment should be safe and clean, and interpersonal relationships must be respectful, free from harassment or conflict (Andala & Esdras, 2021). Although hygiene factors are essential for preventing dissatisfaction, they do not lead to long-term satisfaction (Herzberg, 1959).

Conversely, when Motivator Factors are present, employees feel more motivated, satisfied, and committed. These factors relate directly to the nature of the job itself and can lead to positive satisfaction. Motivator Factors, also called satisfiers, fulfill psychological needs that employees find rewarding. Key motivator factors include recognition for achievements, opportunities for promotion, chances for personal growth, and a sense of responsibility. Managers should allow employees to take ownership of their work while ensuring they are accountable (Andala & Esdras, 2021).

This approach is relevant to this survey as it identifies what motivates or demotivates teachers. Motivator factors should be promoted to enhance teachers' motivation and commitment, while hygiene factors must be addressed to prevent dissatisfaction. School principals and employer organizations should ensure all hygiene factors are met. They should provide incentives and benefits like meals and subsidized housing to keep teachers satisfied. Free meals allow teachers to focus on their teaching, improving productivity (Oyolla, 2021). Additionally, principals must create a safe and clean work environment, free from harassment.

Oyolla (2021) suggests that principals should prioritize Motivator Factors, like encouraging personal growth through workshops and recognizing teachers' efforts. These motivator factors inspire teachers to work harder, making their jobs feel more rewarding. Furthermore, principals can assign greater responsibilities to some teachers and improve their work experience (Mutua, 2015). Highly motivated and happy teachers foster a positive learning environment in and out of the classroom.

Furthermore, addressing both Hygiene and Motivator Factors allows principals to create a balanced motivational strategy. Teachers are more responsive to motivator factors, which can result in improved work satisfaction and performance, when they feel that their fundamental needs are being satisfied. For example, by ensuring adequate resources and support while also encouraging feedback and professional growth, principals foster a culture of motivation in their

schools. This dual approach lead to better outcomes not only for the teachers but also for students, as a motivated teacher is often more effective in delivering quality education.

1.6.2 Conceptual Framework

The association among the research variables is represented diagrammatically in a conceptual framework (Orodho, 2009). Figure 1.1 illustrates the framework of the interplay between the independent variables, the intervening variable and dependent variable.

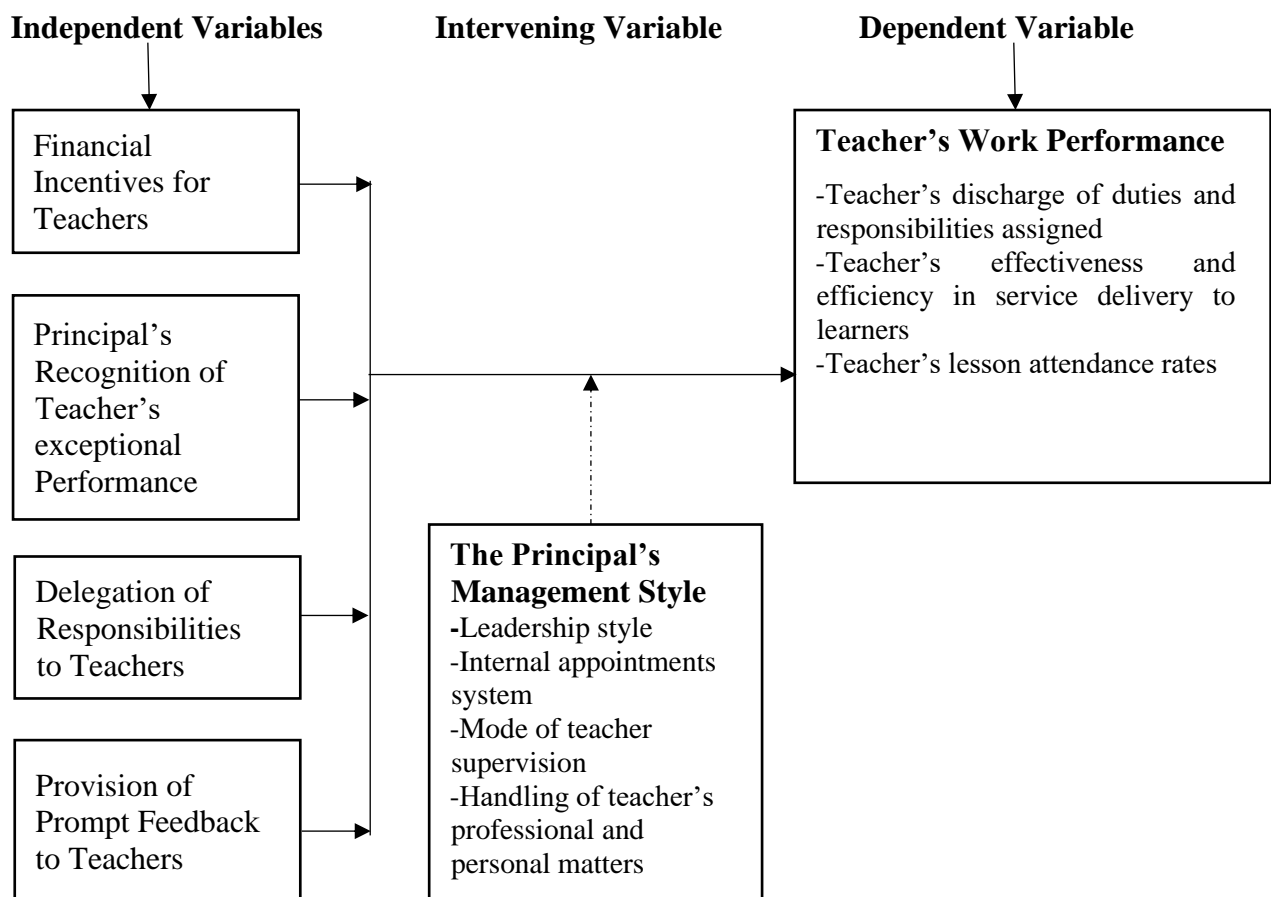


Figure 1.1: Conceptual Framework

Source: Researcher, (2024)

1.6.3 Relationship between Variables

This research study employed three ranges of variables: independent, intervening and dependent variable. The independent variables in this study are the principals' motivation strategies while the dependent variable is the teachers' work performance. The management style of the principal including their leadership style, internal appointment system, method of supervising instructors, and how they handle their personal and professional affairs is the intervening variable.

Giving of financial incentives to teachers has a positive relationship with work performance because teachers have more finances at their disposal which acts as a major motivational factor as the teachers were expected to increase the contact time they have with students hence boosting the academic performance of students. If teachers are recognized for their exceptional performance, it leads to higher productivity because it boosts their work morale. Involvement of teachers in decision making boosts their self-esteem and pride, thus making them own the decisions they make in terms of implementation. This improved their work performance because they feel that their voice is heard and considered in decision making.

Delegation of duties to teachers improves their participation in the management of the school which makes them accountable in the areas where responsibility has been assigned. This increases their level of commitment hence improving their work performance. Provision of prompt feedback to the teachers opens the communication networks among the teachers and the institution principals. The principal is able to institute corrective measures early if the teacher is underperforming or engaging in professional negligence or misconduct. This keeps the teacher on the right track, hence improving his/her work performance.

The dependent variable of the research is the work performance of teachers which has various indicators such as academic performance of learners in KCSE and internal examinations; the teacher's level of discharge of duties and responsibilities assigned to him or her; the teacher's effectiveness and efficiency in service delivery to learners; the teacher's accountability to school administration in preparation of professional documents, the level of achievement in co-curricular activities; the teacher's lesson attendance rates; and the teacher's handling of students' issues such as discipline cases, guidance and counselling and conflict resolution.

The intervening variable in this survey is the principal's management style which has such as indicators as the principal's leadership style; the internal appointments system or procedure; the principal's mode of supervising teachers; the manner in which the principal handles both professional and personal matters of teachers; and the interpersonal association among the principal and the educators. This factor is intervening because it has direct and consequential implications on both the independent variables and the dependent variable.

1.7 Operational Definitions of Terms

Delegation: This is the delegation of power to an individual, in this case, a teacher to perform out specific actions. It involves the process of the principal distributing and entrusting work to another teacher on his or her behalf.

Extrinsic Motivation: An external incentive, such as a prize for finishing a job, is necessary to motivate a person (teacher) to carry out certain tasks or activities.

Financial Incentives: This is a term applied to describe financial rewards that a school may give to a group of instructors or to a single teacher who meets the school's objectives especially well.

Incentive: This is a program or monetary or non-monetary reward introduced in the workplace (school) to encourage the employee (teachers) performance and stimulate productivity.

Intrinsic Motivation: Motivation that is externally driven to complete activities rather than requiring an outside source of fulfillment.

Job Dissatisfaction: Teachers are feeling dissatisfied with their job expectations. Indicators of job dissatisfaction include low productivity, frequent absenteeism and failure to effectively carry out responsibilities assigned.

Job Satisfaction: This refers to a feeling of contentment of teachers toward their job expectations. This encompasses satisfaction with the job, the colleagues/administrators and the school policies.

Motivation Strategies: These are the techniques employed by principals to encourage teachers' internal motivation to perform at a high level. These include financial incentives, recognition and delegation of responsibilities.

Principal's management style: The manner in which the principal runs the affairs of the school and also directs, controls and supervises the staff, both non-teaching and teaching.

Recognition: It is associated with the idea that educators are being recognized for their hard work in achieving both their own and the institution's objectives, for instance, by prizes, trips, or commendation.

Staff Development: This includes any planned events or activities, like motivational techniques to help educators become more proficient educators.

School Performance: is characterized as a sign provided by the school that shows how the actions taken have resulted in the accomplishment of particular goals.

Teacher Motivation: is the amount of vigor, dedication, and originality a teacher gives to the classroom. It can be intrinsic or extrinsic factors. Motivation will force a teacher to go above and beyond in order to properly carry out their instructional duties.

Workplace Environment: refers to the environment; physical, mental, and social in which educators carry out their regular duties. It consists of three elements: the physical setting, the workplace, and the school culture. This workplace atmosphere affects teachers' workflow and mood.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section presents the theoretical and empirical literature on the variables employed in the research. The reviewed literature was based on study themes. The summary of the literature studied are presented at ends.

2.2 Financial Incentives and Teachers' Work Performance

A financial incentive is a monetary reward given by schools to teachers who perform exceptionally well and help meet school goals. Such incentives can boost job motivation and satisfaction because they directly impact a teacher's financial well-being. According to Kopiyo (2020), job satisfaction is closely tied to the rewards offered, as employees have personal needs and expectations they want their employers to meet. Teachers play a crucial role in achieving these goals, especially in primary and secondary schools. Therefore, if teachers are well-motivated through a structured reward system, they will be more likely to participate in both academic and non-academic school programs.

In Africa, the education system is often focused on examinations, with many students evaluated through national tests (Ssaki, 2017). Schools need to implement measures that ensure quality instruction for students by providing necessary resources and motivating teachers. Negussie (2014) notes that a teacher's effectiveness in teaching can be measured by students' academic performance. However, many factors contribute to a teacher's performance, including academic results, subject knowledge, lesson planning and presentation, and involvement in extracurricular activities.

Research has been conducted both internationally and locally regarding financial incentives and teacher motivation. A study by Ghaffar et al. (2013), highlighted by Kopyo (2020), found that staff salaries and financial incentives significantly influenced job satisfaction among educators in Pakistan. Hendrawijaya (2020) studied the factors affecting teacher performance and job satisfaction in Indonesia. The research focused on elementary teachers in Jember Regency, using random sampling to select 250 participants. The findings revealed that performance allowances positively impacted job satisfaction, suggesting that teachers are happier when they receive higher performance pay. The research also showed that good leadership fosters better job satisfaction among teachers.

Mohamud (2020) studied teacher motivation in private secondary schools in Mogadishu, Somalia. The research arose from concerns about poor student performance in the area. Ninety-two participants were chosen randomly. The results indicated that incentives significantly affected school performance, and the study recommended that school managers should provide incentives to motivate teachers further. Adolf (2021) conducted research in Lindi Municipality, Tanzania, focusing on public secondary school teacher motivation and productivity. The study found that low pay and inadequate incentives led to poor teacher performance. Some teachers reported not being promoted for over six years, which demotivated them.

Mutua (2015) examined the impact of motivation on secondary school teachers' job performance in Kirinyaga Central Sub-county, Kenya. The research aimed to assess the role of financial incentives in motivating teachers. A simple random sampling method was used to select 65 participants, and data were gathered over questionnaires. The findings showed that most participants believed financial incentives were a key motivating factor for teachers. The

study recommended that school leaders implement strategic measures to inspire teachers, which would enhance their performance.

In Teso South Sub-County, Othoo and Nekesa (2022) studied factors influencing secondary school teachers' motivation. They found that financial incentives were the primary motivator for teachers. The study suggested that teachers whose subjects performed well should be rewarded to encourage continued effective teaching. Kituyi, Musau, and Thinguri (2014) examined the impact of school reward systems on teacher performance in Trans-Nzoia County, Kenya. Their research found that many teachers preferred financial rewards over other forms of motivation, such as trips and vouchers.

2.3 Recognition of Teachers and their Work Performance

Employee recognition means acknowledging an employee's good performance. This can include praise or outings for achieving personal and company goals. According to Tessema, Ready, and Embaye (2013), employee recognition credits individuals or teams for their work and achievements. Recognition can take the form of a note, praise, or gestures for personal or institutional accomplishments. Stajkovic et al. (2015) say that recognition can be given publicly or privately, and can be verbal or written. Some ways to recognize workers include sending a formal letter or postcard, posting names on the notice board or website as the employee of the week or month, giving memory items like mugs or plaques, having lunch with supervisors, displaying pictures in a prominent place, offering event tickets, or naming a room or hall after an employee.

Stajkovic et al. (2015) suggest that recognition boosts employee morale and is often more effective in motivating them than other incentives. It encourages intrinsic motivation and

fosters a sense of ownership of the organization among employees. Zari and Khan (2011) recommend public recognition because it can motivate the entire organization. This type of recognition can inspire other employees to become more productive, hoping to receive similar acknowledgment.

Many studies have looked at the role of recognition in employee motivation worldwide. Mahmud (2021) studied this in Kurdistan, Iraq, focusing on the Erbil Administrative Technical Institute. The research used a questionnaire with 157 respondents and found a strong positive correlation between recognition and organizational performance ($r=0.832$). The study suggested that management should use both monetary and non-monetary ways, including recognition, to motivate employees.

In Tanzania, Mrosso, Mfinanga, and Bishibura (2019) researched the impact of remuneration on teacher motivation in Dodoma City. They found that recognition positively affects teacher motivation. The study included 96 participants and revealed that increasing recognition by one unit raised teacher motivation by 0.154. They recommended that schools standardize methods for recognizing outstanding teachers to maintain or boost motivation levels.

Mugaa and Guyo (2018) looked at how recognition programs influence employee performance in Nairobi's commercial banks, using a sample of 377 participants. According to their findings, employee performance and recognition programs have a favorable and significant link ($r=0.605$, $p=0.00$). The survey recommended clear criteria for recognizing high-performing employees. Oyolla (2021) explored the link between teacher recognition and job performance in Kenya, finding a positive relationship between the two. The study advised school principals to use recognition frequently to motivate teachers. Ongati (2018) studied how specific factors, including recognition, affect job satisfaction among teachers in Kenyan private secondary schools. Of the 153 respondents, 32 were principals.

Oyolla (2021) found that recognition positively affects job satisfaction, scoring an average of 2.88 out of 5. However, many teachers felt they were not adequately recognized by school authorities, while principals thought they recognized teachers through awards and educational tours (Ongati, 2018). The study recommended that private schools create recognition systems to motivate teachers for better performance. The existing literature does not cover how recognition impacts teacher performance in Githunguri sub-county, even though studies have been conducted in other regions like Iraq, Tanzania, and Kasarani Sub-county. This research aims to explore how principals recognize teachers and how this affects teachers' performance, providing guidance on effective recognition strategies to enhance motivation.

2.4 Delegation of Responsibilities to Teachers and Work Performance

Delegation means allowing someone else to have the authority to complete a task for you. According to Hubbard (2016), delegation is when a leader gives tasks, responsibilities, and power to a subordinate, expecting them to be accountable for the results. This process helps management use time effectively while also building the confidence and trust of subordinates by letting them take on tasks. Yasmeen and Muhammad (2016) argue that delegation makes young staff feel proud, leading them to be more responsible and dedicated to their work. They also noted that delegation improves organizational flexibility since not every problem has to be reported to a central body for decisions. Additionally, delegation empowers junior staff by allowing them the freedom to share ideas and solve problems, which motivates them as they no longer feel underutilized.

In Cameroon, Kongnyuy (2020) researched the role of delegation in managing secondary schools. He focused on selected schools in the Mezam Division and Bamenda III Sub-Division. He used a descriptive design and collected data from 78 respondents through a random sampling method. The study found that delegation encourages teachers to develop innovative teaching strategies and strengthens their commitment to their jobs. The study suggested that all schools should involve teachers more in management as a way to motivate them.

In Uganda, Akulo and Etoru (2020) conducted a survey on how delegation affects job satisfaction among primary school teachers. The study aimed to assess the impact of delegation on job satisfaction with 82 participants in a cross-sectional design. The results showed a strong positive link ($r = 0.743$) between delegation and job satisfaction. The study recommended that school leaders assign more tasks to teachers to empower them, highlighting delegation as an important motivational factor.

Undiyaundeye (2020) conducted a study in Nigeria's Cross River State to explore how principals' delegation affected secondary school administration. The report stated that many principals assigned duties to teachers, particularly in managing student affairs. The study recommended that principals should delegate more responsibilities to ensure schools run smoothly.

Ochieng, Adhiambo, and Yambo (2019) studied the effects of principals' delegation practices in public secondary schools in Rachuonyo South sub-county. They used a descriptive approach and randomly selected 400 respondents. The survey revealed that principals generally delegated tasks during staff meetings but sometimes used notices. However, the level of delegation was found to be limited, leading to the recommendation that principals should receive training on the importance of delegation in school management.

In Kenya, Aceke, Kimiti, and Muola (2017) researched factors influencing delegation in secondary school administration in Embu County. The study aimed to understand how teachers' attitudes and workloads impacted task distribution. They randomly selected 133 respondents, including 35 principals, and used a questionnaire for data collection. The findings highlighted how the attitudes of both principals and teachers influenced the distribution of responsibilities, with most respondents supporting increased delegation in classrooms.

According to Aceke, Kimiti, and Muola (2017), teachers' workloads affect their ability to delegate effectively. Teachers with heavier workloads viewed delegated tasks as burdens, unlike those with lighter workloads. The study recommended that secondary school principals create policies on workload and delegation since these factors influence service delivery and address teachers' attitudes toward delegation.

This section discussed how delegating responsibilities can motivate teachers. While studies have been conducted in regions like Uganda, Embu, and Rachuonyo Sub-county, research in Githunguri sub-county has been limited. This study fills that gap by showing how principals' delegation of duties to teachers can positively impact their motivation. This finding provides valuable insights into the importance of delegation in school management.

2.5 Provision of Prompt Feedback to Teachers and Work Performance

Feedback is any historical performance data from an employee that serves as a basis for organizational improvement. In businesses, performance management procedures frequently include formal feedback. Giving employees feedback enhances their work performance, which is crucial for any organization or institution looking to increase employee performance.

According to Bahadur (2017), feedback is a core element in performance management. According to the scholar, performance management is a “*is ongoing process of identifying, monitoring, and enhancing team and individual performance as well as coordinating it with the organization's strategic goals*”. Managers therefore need to have skills in coaching, observing and documenting performance accurately then provide feedback through performance review and employee appraisals (Bahadur, 2017). In the performance review, it should be an interactive process where the manager and the subordinate discuss and provide feedback to each other in terms of their development and future need of improvement.

According to Casas-Arce, Lourenco, and Martinez-Jerez (2017), evaluations should be specific to clarify different aspects of a task. This type of feedback can enhance employee productivity. Feedback given to employees must be accurate, complete, objective, and fair, applying the same standards to everyone. Marie (2020) notes that organizations invest significant resources each year in staff performance evaluations. Each employee should be assessed on their individual performance, without comparing them to others. The results of these evaluations should be communicated to the employee promptly.

Research has been conducted on how feedback impacts employee performance. Sofie (2016) studied this in Sweden, focusing on how quick feedback influences employee behavior, motivation, and performance. The study aimed to understand how positive and constructive feedback can improve work results. It involved interviews with two sales managers and forty employees to see how feedback communication affects motivation and performance. The study found that employees preferred quick feedback, whether it was positive or constructive. The results showed that feedback is most effective when given quickly and in a personalized, face-to-face manner (Sofie, 2016).

Kihama and Wainaina (2019) conducted research on the effects of performance appraisal feedback on productivity at a water and sewerage corporation in Kiambu County, Kenya. They used a descriptive research approach with 300 respondents and stratified random sampling. SPSS was employed to analyze the data and produce both descriptive and inferential statistics. The findings showed that managers provided feedback that supported personal development and improved future performance. The study recommended that organizations implement a formal process for handling employee feedback. Ochieng (2022) also researched the impact of feedback systems on worker performance at the Kenya Forestry Research Institute and found that the frequency and effectiveness of feedback positively influenced employee performance.

Kareithi (2018) examined how performance rating systems affect secondary school teachers. This study aimed to determine whether feedback procedures had a positive or negative impact on teachers' performance in the region. It used a descriptive design and stratified random sampling to gather data from 192 participants. The data was collected using a questionnaire and analyzed with SPSS version 21 to generate descriptive and correlation statistics. The results revealed a significant positive correlation ($P = 0.279$) between principals' feedback and teachers' work performance. The study suggests that principals should provide timely and frequent feedback to teachers.

In summary, this literature review highlights the importance of prompt feedback from principals in motivating teachers to enhance their performance. Feedback can take various forms, such as after an appraisal. While studies on this topic have been conducted in places like Sweden, Japan, and Kirinyaga West Sub-County, similar research has not been done in Githunguri Sub-County. This study addresses this gap and provides empirical evidence on how school principals in Githunguri can motivate teachers through timely feedback.

2.6 Chapter Summary and Research Gaps to be Filled

This chapter reviews the theoretical and empirical literature to meet the research objectives. The main goal was to examine how principals' motivation strategies affect secondary school teachers' work performance. The aim was to suggest ways to improve teacher motivation in their workplaces.

The first objective was to evaluate how financial incentives influence teachers' performance. Research, both local and international, shows that financial incentives positively affect teachers' motivation because they improve teachers' financial situations. These incentives can include allowances for specific responsibilities or monetary rewards for achievements.

The second objective was to analyze the effect of recognition on teachers' work performance. Recognition is a non-monetary reward given to employees after they achieve success. Studies indicate that recognition makes employees feel valued and boosts their self-confidence, which leads to higher job satisfaction and productivity. Work performance and employee appreciation are positively correlated.

The third objective was to investigate how delegating responsibilities affects teachers' performance. When principals delegate tasks, it empowers teachers and allows them to contribute ideas and solve problems. Literature shows that delegation motivates teachers and significantly enhances their performance. However, some principals do not fully embrace this practice.

The fourth objective was to understand how timely feedback to teachers influences their work performance. Feedback is crucial for improving employee performance in any organization. Research indicates that principals should give both positive and constructive feedback promptly. Timely feedback leads to enhanced productivity among teachers. It is important that feedback be well-structured, comprehensive, and unbiased.

This literature review covers previous studies on employee motivation and work performance. While motivation has long been a focus in the corporate world, it is now being applied in education. Teacher motivation strategies have been used in private schools to enhance teacher productivity. Most of the studies reviewed are from other parts of the world or the corporate sector. There are few local studies on teacher motivation, particularly in Kiambu County and Githunguri Sub-county. This current study fills that gap by providing empirical data on the motivational strategies utilized by principals in Githunguri Sub-County and evaluating their effects on teachers' performance.

Table 2.1 Summary of Empirical Studies and Research Gaps

Study	Title	Methodology	Knowledge Gap	Research Focus
Mohamed, (2020).	The impact of teacher support on student outcomes at Hodan Secondary School in the Hodan District, Mogadishu.	-Descriptive study design - Sampled 92 respondents - Questionnaires	Study focused on incentives only and not how other aspects affect employee performance	-How principals' financial incentives. - principals' recognition of teacher's exceptional performance -Principals' delegation of responsibilities -Principals' provision of prompt feedback to teachers
Hendrawijaya et al. (2020)	Teacher Performance Determinants with Job Satisfaction Mediation in Indonesia	-Descriptive study design - Sampled 250 teachers - Questionnaires	Study focused more on the role of leadership in job performance, not teacher motivation	How principals' motivation approaches impact the work performance of educators in secondary schools

Mutua, (2015)	Impact of motivation on secondary school instructors' job performance in Kenya.	Descriptive study design - Sampled 65 respondents - Simple random sampling technique - Questionnaires	Study focused more on the financial rewards more than other factors of motivation	Emphasis is on the principals' strategies of motivating teachers
Mahmud, (2021)	The role of motivation factors on organizational performance	-Case study design - Stratified random sampling technique - questionnaire	-Study focused more on recognition but not on other variables of this study. --Study done at Erbil Administrative Technical Institute, not school	How these motivational factors influence teacher performance? - How principals' financial incentives. - principals' delegation of responsibilities - Principals' provision of prompt feedback to teachers
Mugaa, Guyo and Odhiambo (2018)	The effect of recognition Programs on worker performance at large commercial Banks in Kenya.	-Descriptive study design - Sampled 377 respondents - Stratified sampling technique	-Study focused more on recognition but not on other variables of this study. -Study done in Large Commercial Banks in Nairobi City County in Kenya, but not schools	How these motivational factors influence teacher performance? -Principals' Financial incentives. -Principals' delegation of responsibilities -Principals' provision of prompt feedback to teachers
Kongnyuy, P. (2020)	The power delegation as a tool for good secondary school governance in Cameroon.	-Descriptive study design - Sampled 78 respondents - simple random sampling technique	Study focused more on delegation of responsibilities and not on the four variables of this study	How these motivational factors influence teacher performance? -Principals' financial incentives. -Principals' recognition of teacher's exceptional performance -Principals' provision of prompt feedback to teachers
Akulo, Etoru and Ainebyona (2020)	Duties delegation and their impact on teachers' JOB Satisfaction of primary in primary schools in Nigeria.	-A cross-sectional survey design - sampled 82 respondents - Questionnaire	-Study focused more on delegation of responsibilities and not the other factors of motivation -Study done in a primary school	Emphasis is on the principals' strategies of motivating teachers

Manundu, Mulwa and Mwanza, (2022)	Relationship between duties delegation and teacher retention in public secondary schools in Kenya.	Employed a descriptive study -Sampled 74 respondents using proportionate simple random sampling technique.	Almost 96 % of the respondents agreed with the study. This implies other factors were not well conceptualized	-How principals'' financial incentives. - principals' recognition of teacher's exceptional performance -Principals' delegation of responsibilities -Principals' provision of prompt feedback to teachers
Sofie (2016)	The impact of feedback on employee performance in Sweden	-Survey design -Interviews -42 respondents interviewed	-Employees preferred face-to face feedback - Study done in a sales company but not a school	Emphasis is on the principals' strategies of motivating teachers.
Kihama & Wainaina (2019)	Employee productivity and performance evaluation comments in water and sewerage firms in Kiambu County, Kenya.	-Employed a descriptive study - Utilized stratified random sampling technique to sample 300 participants.	-Study conducted in sewerage companies but not educational institutions.	Emphasis is on the principals' strategies of motivating teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter addresses various components, including research design, variables, the location of the study, the target population, sampling methods, sample size, data collection instruments, piloting, as well as issues of validity and reliability. Additionally, it discusses data collection methods, data analysis, and concludes with logical and ethical considerations.

3.2 Research Design

Kothari (2008) describes a research design as a framework that directs the study process. It serves as a roadmap for collecting, measuring, and analyzing data. This research used a descriptive study design. Oso and Onen (2009) explain that a descriptive design comprises perceiving people's behaviors in a specific situation without influencing them. It also gathers information about people's views and opinions on a research topic (Orodho, 2009). This method was selected since it allowed the researcher to collect both qualitative and quantitative data. The survey focused on how principals' motivational tactics affect teachers' job performance in public secondary schools in Githunguri Sub-County, Kiambu County.

3.2.1 Study Variables

The independent variables in this research are the principals' teacher motivation strategies and they include: financial incentives for teachers, principals' recognition of teachers' exceptional performance, delegation of responsibilities to teachers, and provision of prompt feedback to teachers.

The second set of variables is the dependent variable which is the teachers' work performance evaluated by the following indicators: academic performance of learners, the teacher's lesson attendance rates, the teacher's service delivery to learners, teacher's discharge of duties and responsibilities assigned and the teacher's handling of students' issues such as discipline. This scope of the study applied the twin principles of inclusion and exclusion. The study collected data on the stated independent and dependent variables only and exclude any other extraneous factors not captured in the conceptual framework.

3.2 Location of the Study

The research was done in Githunguri Sub-County. This sub-county is located in the center of Kiambu County. It shares borders with Gatundu North, Lari, Juja, Kiambu, Kiambaa, and Limuru sub-counties. Githunguri has five educational zones, which are Ikinu, Ngewa, Githunguri, Githiga, and Komothai. The area covers about 174.4 km² and has a population of 165,232 people, resulting in a population density of 947.4 people per km², according to the 2019 Census by KNBS. Most residents work in agriculture, mainly in dairy and tea farming. This location was selected for the research since pupils score badly in national examinations and co-curricular activities like athletics and music. Additionally, many teachers are seeking transfers to other regions, both within and outside Kiambu County (Githunguri TSC Sub-County Director, 2022).

3.3 Target Population

The target population is the members, subjects or elements that the researcher intends to study and whose results are applied to the entire population (Mugenda & Mugenda, 2003). The researcher gathered quantitative and qualitative data from teachers and principals working in

Githunguri Sub-County within Kiambu County. There are a total of 37 public secondary schools and 2 private secondary schools in the Githunguri sub-county. Public secondary schools in Kenya are categorized as National, Extra-County, County, and Sub-County Schools. All day schools are classified under the sub-county schools' category. There were a total of 37 principals and 1301 teachers in public secondary schools in the sub-county (Githunguri, Sub-County TSC Office, 2023).

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

Sampling is the procedure of choosing a smaller sample of respondents from a target population for the purpose of representing the entire population in a study. A sample size is a small number of participants selected to reflect the complete community, whereas a sampling technique is a specific plan for obtaining data from a certain population (Kothari, 2008). This study intended to gather data from chosen schools in all the five educational zones of Githunguri Sub-county. First, stratified and simple sampling approaches were utilized in the research to determine the appropriate number of respondents for each zone to participate in the research. The researcher then selected the teachers from each school who took part in the research utilizing a simple random sampling procedure.

3.4.2 Sample Size

Cooper and Schindler (2011) define sample size as a modest representation of the entire population, whereas sampling is the act of selecting a sample from the entire population for a study. The sample selected should be representative enough by containing the features of the target population. The research sampled 60% of the principals, totaling to 22 principals using

the stratified random sampling technique. However, the researcher utilized simple random sampling technique to choose teachers who took part in the research. The sample size of teachers in this research was evaluated using the following formula, which was suggested by Nassiuma (2000):

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

Where:

e = Desired level of confidence (0.05)

Cv = Coefficient of variation (take 0.67)

n= Sample size,

N= Population,

Therefore,

$$n = \frac{1301 * 0.67^2}{0.67^2 + (1301-1) 0.05^2} = 158 \text{ persons}$$

Therefore, the sample size for teachers was **158** respondents.

Table 3.1 Sample Size

Category of Respondents	Target Population	Sample Size	Sampling Technique
Principals	37	22	Stratified random
Teachers	1301	158	Simple Random
Total	1338	180	

Source: Researcher (2023)

3.5 Research Instruments

Both primary and secondary data sources were utilized in this research. Primary data was gathered through questionnaires. Secondary data was gathered through the Ministry of Education (MoE), Teachers Service Commission (TSC), and other published sources.

3.5.1 Questionnaire for the Teachers

The questionnaire was the main instrument utilized in this research to gather data from the principals and teachers. The questionnaire is the preferred instrument as it is free from any bias because it promotes the anonymity of respondents thus making them give honest and credible responses (Saunders *et al.*, 2009). To gather both quantitative and qualitative data, the questionnaire included both open-ended and closed-ended question types. Five Likert grades were assigned to the closed-ended question items. The questionnaire was divided into six parts with the first section containing items meant to collect demographic data of the participants while the remaining sections collect data on the variables and indicators of the research.

3.5.2 Questionnaire for the Principals

Both closed-ended and open-ended question types were included in the principals' questionnaire. The principals were given a questionnaire that covered topics related to principals' duties in motivating teachers. Although some of the questionnaire's topics were presented differently, some of the content was comparable to that of the instructors' questionnaire. Like the instructors' questionnaire, this one was similarly broken up into six sections.

3.6 Piloting Study

A pilot study was done in three (3) public secondary schools in the Githunguri sub-county. However, these schools were excluded from the main research. The research sampled all the three (3) principals and 4 teachers from each of the participating schools. This gave a total pilot sample size of fifteen (15) participants; (12 teachers and 3 principals). The goal of the pilot study was to explore any potential flaws or difficulties participants might encounter when answering the research questionnaire. The pilot study results were used to determine validity and reliability of research instrument.

3.6.1 Validity

Validity is the capability or quality of the research tool to precisely quantify the desired variable. Content and construct validity is the ability or the extent to which the research instrument precisely and correctly represents what it purports to quantify (Orodho, 2009). The content and construct validity were obtained by ensuring that the research instrument comprised all of the necessary aspects while removing the extraneous elements based on the research variables. The validity was obtained by evaluating the study instruments with the assistance of the research supervisor, who provided advice on the suitability and trustworthiness of the instruments. The validation of the question items in the research instruments were also conducted based on the outcomes from the pilot study.

3.6.2 Reliability

Reliability is the ability or extent to which the results of the instrument are steady and stable after repeated trials (Creswell, 2009). Reliability is achieved if a research instrument is administered to the same group repeatedly or twice at different intervals and the results of each test is measured if it is consistent with the previous results. The reliability of the instruments

was evaluated through testing and re-testing which was done in three (3) secondary schools in Githuguri Sub-county. A sample size of 15 respondents (3 principals and 12 teachers) took part in this reliability test. The researcher administered a test (sample questionnaire) repeatedly to the same responders during a two-week period in order to test the consistencies of their item responses and scores. These results were subjected to Cronbach Alpha Reliability test with a value of at least 0.7 being considered as appropriate. According to Nachmias (2009), a positive coefficient of 0.70 in the social sciences is considered as appropriate and therefore a good measure of the reliability of the research tool. The established Cronbach Alpha Coefficient was 0.817 which is more than 0.7 hence the study instruments are reliable.

3.7 Data Collection Procedure

The researcher handed out the questionnaires to the participants personally and picked them later at an agreed time and day after clarifying any questionnaire items that could have been misunderstood. The main advantage of a researcher-administered procedure is that it enables the researcher to clarify some question items that are likely to be misunderstood (Whiting, 2008). The questionnaire collected data on the existence or non-existence of the teacher motivation initiatives in the schools. The purpose of the questionnaire items was to ascertain how the motivating initiatives have affected the staff members' performance in schools. The researcher furthered collected secondary data including the school policy on the reward system, the roles and responsibilities assigned to the various staff members. This whole exercise of data collection is expected to take one month.

3.8 Data Analysis

Kothari (2008) alludes the data analysis as the act of critically reviewing acquired data and drawing conclusions, debates, and inferences. The research included both qualitative and

quantitative data. For descriptive statistics and correlation analysis, the quantitative data was encoded and entered into the Statistical Package for Social Sciences (SPSS version 25.0) program. The outcomes were displayed by the tables and graphs presenting frequencies, percentages, means, modes, standard deviations, and the correlation analysis between the independent and dependent variables. Qualitative data were collected from the open-ended questions then transcribed, categorized into themes and reported in narrative summaries.

Data on the objectives of the research was either in form of open narrative answers or ranked according to the Likert Scale coding. Some answers were in yes/no format. Data were analyzed systematically with the aid of SPSS Software. Each objective was analyzed exhaustively starting with the first objective on principals' financial incentives to the last on the principals' provision of prompt feedback to teachers.

In this study, the study tested the null hypothesis to confirm or reject the research hypothesis. Hypothesis testing is a statistical method utilized to compare the association of independent variables with dependent variables by looking at the assumptions about the population parameter. If the null hypothesis is confirmed, the research hypothesis is accepted; if it is not accepted, the research hypothesis is rejected. This study tested the null hypotheses.

The study also employed Pearson's Product Moment Correlation Model to test the direction and strength of the association of the objectives (independent variables with the dependent variable) of the research. A correlation value of -0.1 to -1 denotes a negative link between the variables, whereas a value between 0.1 and 1 indicates a positive association between the independent variables and the dependent variable. The researcher linked the results of the study with other researches and theories as captured in the literature review.

The study also applied a linear regression model to examine how the independent and dependent variables are related to each other. A regression model determined how strongly the variables were related to one another while at the same time modelling the future relationship between them. The following regression model was utilized in this study:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4$$

Where:

- **Y** - Dependent variable
- **X₁** - Financial incentives for teachers
- **X₂** - Teacher's recognition of exceptional performance
- **X₃** - Delegation of responsibilities to teachers
- **X₄** - Provision of prompt feedback to teachers
- **a** - Intercept/constant
- **b₁, b₂, b₃, b₄** = The matching coefficients pertaining to the individual independent variables

3.9 Logistical and Ethical Considerations

3.9.1 Logistical Considerations

The research was done by the researcher in an ethical manner as follows: Initially, the researcher obtained a letter from the School of Education at Kenyatta University that outlined the purpose of the investigation. The researcher obtained further letters of consent from the principals of the schools selected for the study, NACOSTI, and the Githunguri sub-County Director of Education before beginning the study.

3.9.2 Ethical Considerations

The researcher made certain that the privacy and concealment of the participants was upheld by not revealing their identity. Further to that, the researcher endeavored to ensure the safety and security of the participants, that they did not undergo any form of physical or psychological harm or

anxieties. No respondents were coerced, influenced or induced to take part in the research. Further, the researcher sought voluntary written permission to take part in the research study before allowing such a participant to engage. This sought to forestall any legal obstacles that the researcher might encounter. The researcher stroked a working rapport with the respondents so that they willingly and gladly provided the required information. Last but not least, the researcher made sure the results were reliable, honest, and free of manipulation. All works cited in the text were properly acknowledged in the references section.

3.9.3 Human Relations Considerations

One of the key human relation considerations highlighted in the research was the prominence of effective communication between principals and teachers. Clear and transparent communication channels facilitated understanding, trust, and collaboration within the school environment. Principals who actively engaged in open dialogue with their teachers created a supportive and inclusive work culture where concerns could be addressed, feedback could be provided, and mutual respect could be fostered. The research emphasized the significance of empathy and emotional intelligence in principal-teacher interactions. Principals who demonstrated empathy towards their teachers' needs, challenges, and aspirations were better equipped to provide meaningful support and encouragement. Another human relation consideration highlighted in the study was the role of recognition and appreciation in boosting teacher morale and motivation. Principals who took the time to acknowledge and celebrate the efforts and achievements of their teachers helped cultivate a sense of pride and fulfillment among the staff. Simple gestures of recognition, such as praise, rewards, or public acknowledgments, go a long way in motivating teachers to excel in their roles and contribute positively to the school community.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

The presentation and discussion of the results are provided in this section. The results are arranged in accordance with the research objectives that the study aimed to accomplish in order to facilitate understanding. Demographic information is presented first because it was considered relevant to the study. The other sections present data as per research objectives. The study objectives were:

- i. To establish the influence of the principals' financial incentives on the teachers' work performance.
- ii. To assess how principals' recognition of teacher's exceptional performance affects performance of their work.
- iii. To explore the extent to which principals' delegation of responsibilities to teachers influences their work performance.
- iv. To investigate how the principals' provision of prompt feedback to teachers influences their work performance.

4.2 Questionnaire Return Rate

The questionnaire return rate is the response rate of respondents after they have given questionnaires. The researcher dispatched 22 questionnaires to the principals and 158 to the teachers. All the 22 principals sampled took part in the research. This represents a return rate of 100 per cent. Moreover, a total of 145 teachers filled in and returned questionnaires presenting a return rate of 91.8%. Therefore, a total of 167 respondents took part in the study presenting a return rate of 92.8%. As per Mugenda and Mugenda (2003), 50 per cent rate of response is satisfactory,

60 per cent good and above 70 per cent rating better. Bailey (2000) stressed that a rate of response accounting for 50 per cent is adequate, while a response rate higher than 70 per cent is very good. The participants were determined to be cooperative as a result of the high response rate. As a result, the response rate was deemed adequate for the research's objectives.

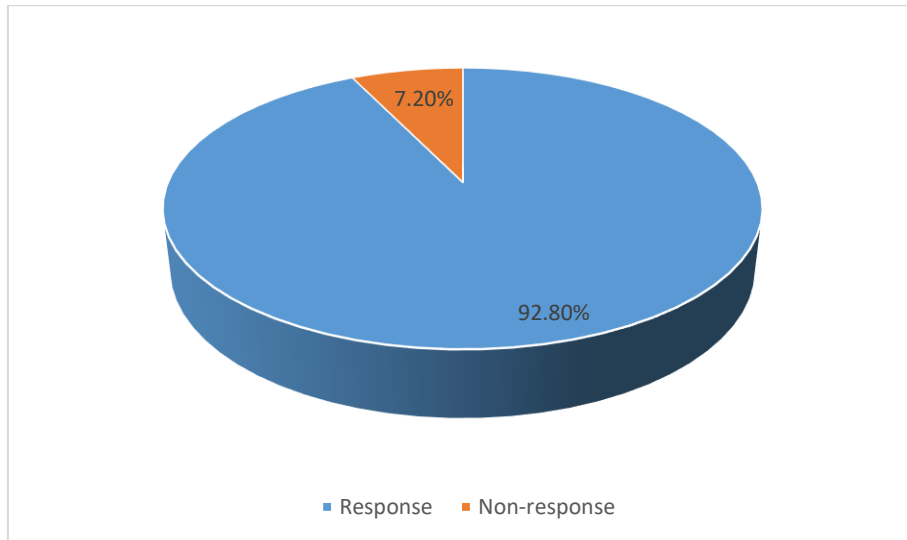


Figure 4.1 Response Rate

Source: Field Data (2024)

4.3 Demographic Information of Respondents

In this study, the demographic information involved; gender, level of education, age category, working experience and position in school.

4.3.1 Respondents' Gender

For gender scenario, the participants were inquired to specify their gender. The outcomes are presented in Figure 4.2.

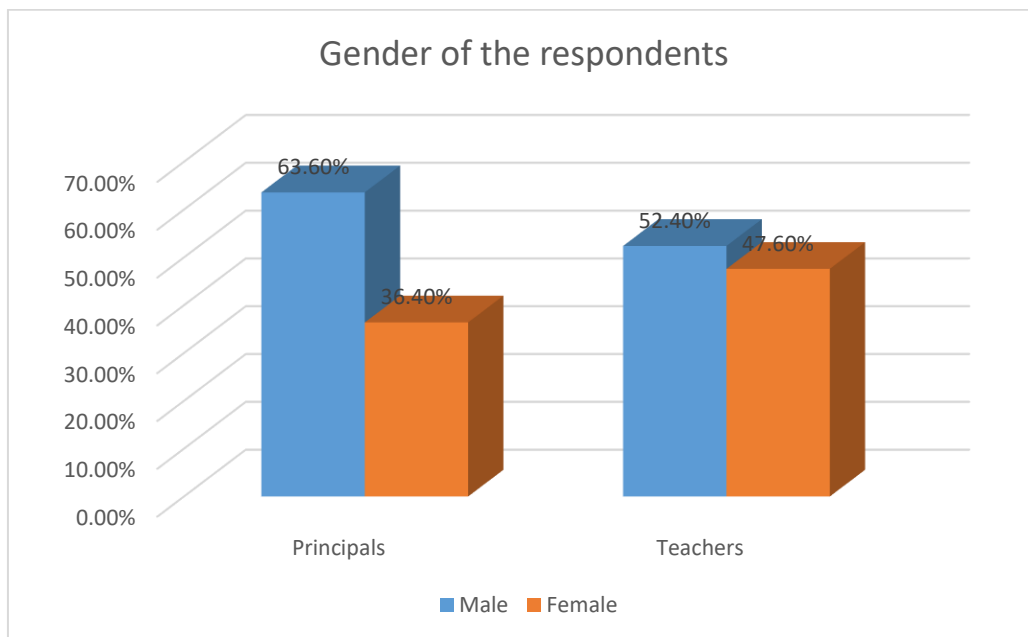


Figure 4.2 Distribution of Principals and Teachers by their Gender

Source: Field Data (2024)

The results in Figure 4.2 show that large part of executive staffs in the school were male. These are signified by 63.6% of principals and 52.4% of the teachers. The results show that there is gender prejudice in relation to duties and roles allocation. Several factors contribute to these gender disparities in the distribution of teachers and principals. Societal norms and expectations regarding gender roles may influence career choices and opportunities for advancement within the education sector (OECD, 2019). Data from the National Center for Education Statistics (NCES) in the United States show that although the teaching workforce is predominantly female, men are more likely to hold principal positions, particularly in high schools (NCES, 2020). This underrepresentation of women in leadership roles can have implications for decision-making processes, role modelling for students, and the overall organizational culture within schools.

4.3.2 Age of Respondents

In educational research involving teachers and principals, respondents might encompass a wide age range, from relatively young early-career educators to more experienced professionals nearing retirement age. Hence, the participants were requested to specify their age category. The results are tabulated in Table 4.1.

Table 4.1 Distribution of Principals and Teachers by Age Category

Age category	Principals		Teachers	
	F	%	f	%
20-29 years			6	4.1
30-39 years	2	9.1	37	25.5
40-49 years	12	54.5	69	47.6
50-59 years	8	36.4	33	22.8

Source: Field Data (2024)

The results in Table 4.1 show that large part of principals 12(54.5%) were aged between 40 and 49 years, 8(36.4%) were aged between 50 and 59 years while 2(9.1%) were aged between 30 and 39 years. Further, the results also revealed that 69(47.6%) of the teachers were aged between 40 and 49 years, 37(25.5%) were aged between 30 and 39 years, 33(22.8%) were aged between 50 and 59 years while 6(4.1%) were aged between 20 and 29 years. This designates that the age distribution of teachers and principals in secondary schools varies significantly, reflecting both individual career trajectories and broader trends in the education sector. The younger teachers could be motivated through professional growth opportunities, while aged teachers could appreciate recognition for their contributions and involvement in leadership roles. The efforts to recruit and retain educators across age groups are essential for maintaining a diverse and dynamic workforce in secondary schools. This could include competitive pay, chances for professional development and leadership, and inclusive work environments that reward educators at all stages of their careers (Jones & Egley, 2019).

4.3.3 Educational Level of Respondents

To determine if principals and teachers possessed the necessary abilities and experience to efficiently handle school duties, the study needed to know respondents' educational levels. Figure 4.3 depicts level of education of the participants.

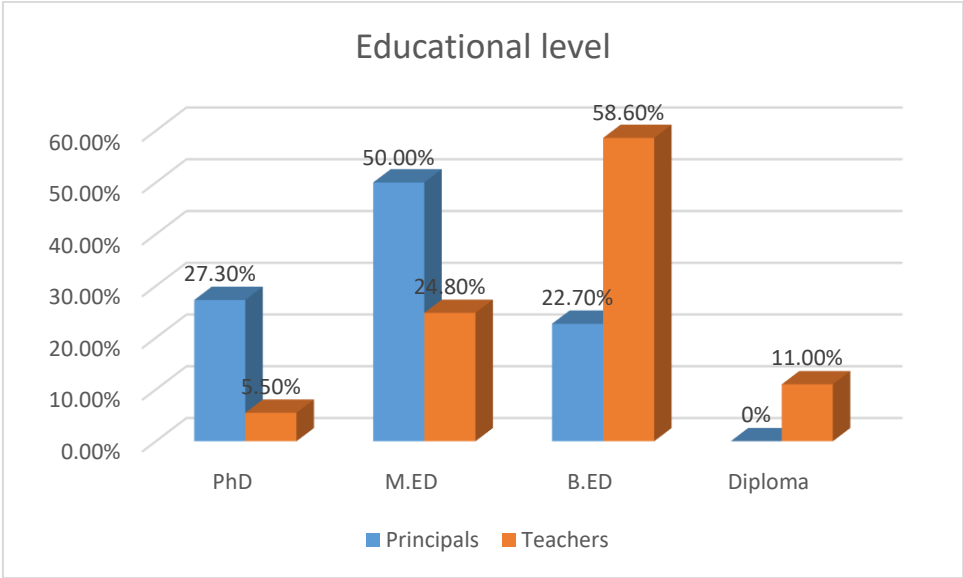


Figure 4.3 Distribution of Principals and Teachers by Professional Qualification

Source: Field Data (2024)

The results in Figure 4.3 show that 11(50%) of the principals had attained Master degree in education, 6(27.3%) had attained PhD while 5(22.7%) had bachelor degree. The distribution of professional qualifications among secondary school teachers is essential for ensuring instructional effectiveness and promoting student success across various subject areas. According to data from the Ministry of Education in Kenya, the majority of teachers in secondary schools hold at least a bachelor's degree, with many also possessing advanced degrees or specialized certifications in their subject areas.

Concerning professional qualification of teachers, 85(58.6%) of the teachers had attained bachelor’s degree, 36(24.8) had attained master’s degree, 16(11.0%) had diploma certificate while 8(5.5%) had attained PhD as highest level of education. Similarly, principals often hold advanced degrees in educational leadership or related fields, although the specific requirements for principal certification may vary by state or jurisdiction (Rice & Roellke, 2019). Likewise, principals with advanced degrees in educational leadership and management may possess the skills and knowledge necessary to lead school improvement initiatives, foster a positive school culture, and support teacher development (Leithwood, Harris & Hopkins, 2017).

4.3.4 Distribution of Principals and Teachers by Teaching Experience

The participants were inquired to specify their level of teaching experience. The results are displayed on Table 4.2.

Table 4.2 Teaching Experience of Respondents

No. of years	Principals		Teachers	
	f	%	f	%
Less than 5 year	-	-	10	6.9
6 - 10 years	2	9.1	32	22.1
11 - 15 years	13	59.1	72	49.6
16 - 20 years	4	18.2	19	13.1
Above 20 years	3	13.6	12	8.3
Total	22	100%	145	100%

Source: Field Data (2024)

The findings shown in Table 4.2 uncover that 13(59.1%) of the principals had taught between 11 and 15 years, 4(18.2%) had taught between 16 and 20 years, 3(13.6%) had taught more than 20 years while 2(9.1%) had taught between 6 and 10 years. The findings show that there exists a diverse range of teaching experience among educators, with some teachers being early-career

professionals while others had accumulated decades of classroom experience. Teachers with more extensive teaching experience may have pursued advanced degrees, specialized certifications, or professional development opportunities to enhance their skills and expertise in specific subject areas or instructional methodologies (Darling-Hammond, Hyler & Gardner, 2017).

Further, the results uncovered that 72(49.6%) of the teachers had taught between 11 and 15 teachers, 32(22.1%) had taught between 6 and 10 years and 19(13.1%) had taught between 16 and 20 years. However, 10(6.9%) of the teachers had a teaching experience of less than 5 years. Similarly, the distribution of principals by teaching experience and professional qualification is also notable within secondary schools. Many principals bring extensive teaching experience to their leadership roles, having served as classroom educators before transitioning into administrative positions (Rice & Roellke, 2019). Combining teaching experience and professional qualifications provides administrators with the skills, knowledge, and understanding required to lead school improvement projects, foster a healthy school environment, and encourage teacher development activities.

4.4 Financial Rewards for Teachers and their Work Performance

This section presents findings and discusses on how financial rewards for teachers influence their work performance.

4.3.1 Principals and Teachers' Opinion on Extent of Principals' Provision of Financial Incentives

Figure 4.4 presents the findings on the extent to which principals' provision of financial incentives influence the work performance of teachers.

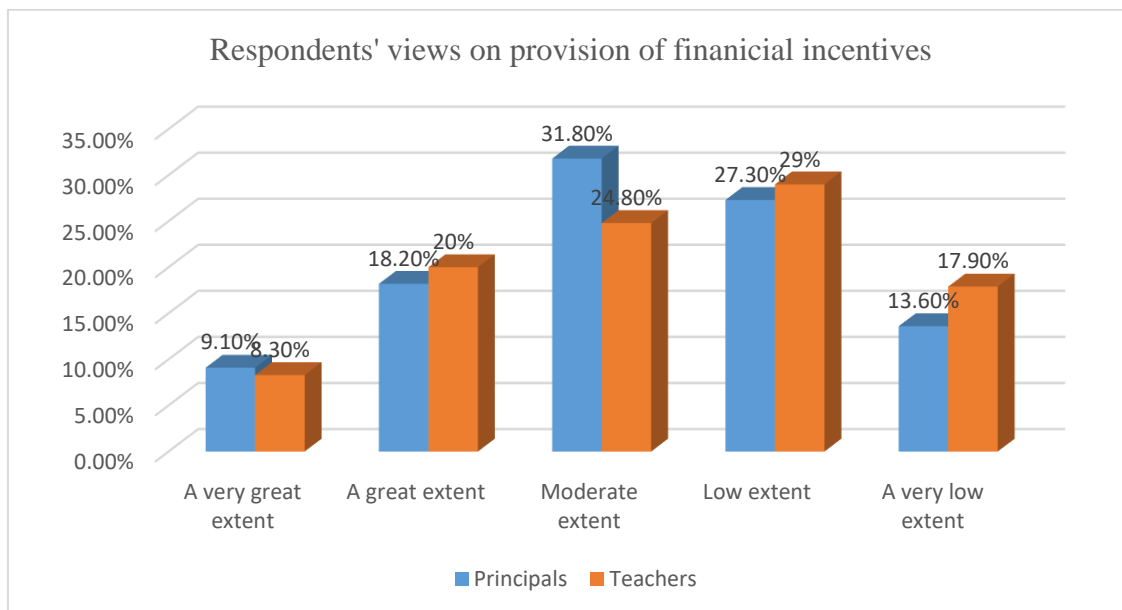


Figure 4.4 Principals and Teachers’ Views on Principals’ Provision of Financial Incentives

Source: Field Data (2024)

The results exhibited in Figure 4.4 reveal that 7(31.8%) of the principals to a moderate extent agreed that financial rewards for teachers influenced their work performance. This was supported by 36(24.8%) of teachers who moderately agreed that financial rewards for teachers influenced their work performance. Financial rewards have a significant impact on teachers’ work performance within secondary schools. Many educators view financial compensation as a crucial aspect of their job satisfaction and overall motivation. When teachers feel adequately compensated for their efforts, they are more likely to feel valued and appreciated by their employers. Financial rewards serve as a tangible acknowledgment of their hard work and dedication, reinforcing their commitment to their profession. The results are reinforced by the outcomes of a research by Kopyo (2020) who established that that satisfaction highly depends on the matching of rewards because employees have personal needs and expectations that they want their employer or manager fulfil. The instructor plays a central role in the achievement of all these especially at primary and secondary school levels. The findings contradict with the results of a study by Brown and Davis

(2019) who established that financial rewards can be perceived as fair and motivating, they may not always translate into improved work performance.

4.3.2 Principals and Teachers’ Level of Agreement on Influence of the Financial Incentives On Teachers’ Work Performance

Table 4.3 and Table 4.4 shows the results of teachers and principals on the influence of the financial incentives on teachers’ work performance respectively.

Table: 4.3 Teachers Views on Influence of the Financial Incentives on Teachers’ Work Performance

Respondents	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
Teachers					
The school principal gives financial incentives to teachers	18(12.4%)	12(8.3%)	20(13.8%)	39(26.9%)	56(38.6%)
The school principal gives financial incentives consistently, timely and fairly, without any form of favouritism	14(9.7%)	20(13.8%)	19(13.1%)	58(40%)	34(23.4%)
The financial incentives for teachers have improved our work performance	18(12.4%)	25(17.2%)	16(11.0%)	54(37.2%)	32(22.1%)
The amount of the monetary rewards depends on the teacher’s position in the school	14(9.5%)	26(17.9%)	25(17.2%)	52(35.9%)	28(19.3%)
Teachers are given allowances whenever they organize or engage in co-curricular activities	26(17.9%)	19(13.1%)	17(11.7%)	48(33.1%)	35(24.1%)
The school gives financial aid to teachers whenever faced with personal challenges	29(20.0%)	34(23.4%)	15(10.3%)	36(24.8%)	31(21.4%)

Table 4.4 Teachers Views on Influence of the Financial Incentives on Teachers’ Work Performance

Principals	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
The school principals gives financial incentives to teachers	4(18.2%)	2(9.1%)	3(13.6%)	4(18.2%)	9(40.9%)
The school principals gives financial incentives consistently, timely and fairly, without any form of favouritism	4(18.2%)	3(13.6%)	2(9.1%)	10(45.5%)	3(13.6%)
The financial incentives for teachers have improved our work performance	2(9.1%)	5(22.7%)	1(4.5%)	5(34.5%)	9(40.9)
The amount of the monetary rewards depends on the teacher’s position in the school	5(22.7%)	5(22.7%)	3(27.3%)	6(27.3%)	3(13.6%)
Teachers are given allowances whenever they organize or engage in co-curricular activities	4(18.2%)	3(13.6%)	2(8.2%)	5(22.7%)	8(36.4%)
The school gives financial aid to teachers whenever faced with personal challenges	3(13.6%)	7(40.9%)	4(18.2%)	3(13.6%)	5(22.7%)

Source: Field Data (2024)

The results displayed in Table 4.3 and Table 4.4 reveal that large part of teachers 56(38.6%) strongly agreed that school principals give financial incentives to teachers, 58(40%) agreed that school principals give financial incentives consistently, timely and fairly, without any form of favouritism, 54(37.2%) agreed that financial incentives for teachers have improved their work performance, 52(35.9%) agreed that the amount of the monetary rewards depends on the teacher’s position in the school, 48(33.1%) agreed that teachers are given allowances whenever they organize

or engage in co-curricular activities, and 36(24.8%) agreed that schools give financial aid to teachers whenever faced with personal challenges. Teachers may be more inclined to go above and beyond in their roles, such as investing extra time in lesson planning, participating in professional development opportunities, or taking on additional responsibilities within the school community, when they know that their efforts will be rewarded financially. In this sense, financial rewards can act as a catalyst for continuous improvement and innovation in teaching.

The results presented in Table 4.4 revealed that large part of principals (40.9%) strongly agreed that school administration gives financial incentives to teachers, 10(45.5%) agreed that school administration gives financial incentives consistently, timely and fairly, without any form of favouritism, 9(40.9%) strongly agreed that financial incentives for teachers have improved their work performance, 6(27.3%) agreed that amount of the monetary rewards depends on the teacher's position in the school, 8(36.4%) strongly agreed that teachers are given allowances whenever they organize or engage in co-curricular activities and 5(22.7%) agreed that schools give financial aid to teachers whenever faced with personal challenges. The financial rewards are a useful tool for motivating teachers and improving work performance within secondary schools. Principals recognize that competitive salaries and performance-based bonuses are essential for attracting and retaining high-quality educators. Offering competitive financial rewards help schools remain competitive in the recruitment of top teaching talent and incentivize current staff members to perform at their best. The outcomes are reinforced by a research done by Mutua (2015) who established that financial incentive was a major factor in motivating teachers. Principals utilize financial rewards strategically to incentivize specific behaviours or achievements aligned with the school's goals, such as improving student outcomes, increasing parent engagement, or implementing innovative teaching practices.

The study also looked for a relationship between teachers' work performance and financial rewards. The 95% confidence range for Pearson's correlation coefficient was employed (Table 4.5).

Table 4.5 Correlation Between Financial Rewards and Teacher’s Job Performance

		Financial rewards	Teacher’s job performance
Financial rewards	Pearson Correlation	1	.812
	Sig. (2-tailed)		.028
	N	167	167
Teacher’s job performance	Pearson Correlation	.812	1
	Sig. (2-tailed)	.028	
	N	167	167

The findings uncovered that there was a positive correlation ($r=0.812$) between teachers' work performance and financial rewards. The results suggest that teachers' job performance is influenced by financial rewards. The null hypothesis was rejected since there was a substantial correlation ($p=0.028<0.05$) between teachers' work performance and their financial awards. Thus, the results suggest that teachers' job performance is influenced by financial rewards.

4.5 Teachers’ Recognition and Work Performance

4.5.1 Principals and Teachers’ Opinion on Extent Does Teachers’ Recognition Influence Work Performance

Figure 4.5 presents the findings on the extent to which teachers’ recognition influences their work performance in secondary schools.

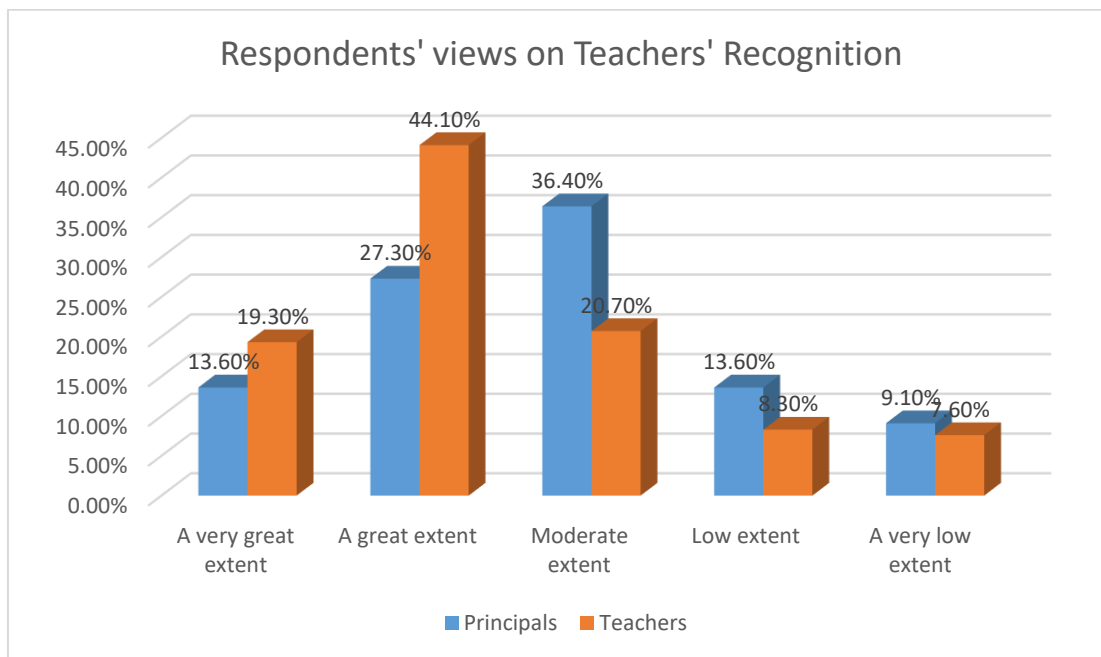


Figure 4.5 Principals and Teachers' Views on Influence of Teachers' Recognition

Source: Field Data (2024)

The results displayed in Figure 4.5 reveal that large part of principals 8(36.4%) agreed that teachers' recognition moderately influenced their work performance in secondary school. The findings were also supported by 64(44.1%) of teachers who to a great extent agreed to the statement. This is an indication that when teachers feel recognized and rewarded for their accomplishments, their morale and motivation will undoubtedly improve. This positive feedback serves as a motivator for them to devote greater effort and attention to their teaching obligations. This can lead to better lesson planning, more inventive teaching approaches, and increased classroom participation, all of which contribute to a higher level of education for students. The results concur with the outcomes of a research by Mrosso, Mfinanga and Bishibura (2019) who revealed that teacher recognition enhance potential improvement of his or her work performance. The results are contrary with the findings of Brown and White (2019) who revealed that recognition may provide a temporary morale boost, its long-term impact on work performance is negligible. The researchers found that sustainable improvement in teaching quality was closely linked to

ongoing support, collaboration, and continuous professional growth rather than intermittent recognition events.

4.5.2 Principals and Teachers’ Level of Agreement on Influence of Teachers’ Recognition on Teachers’ Work Performance

Table 4.6 and Table 4.7 shows the findings of teachers and principals on the level of agreement on influence of teachers’ recognition on teachers’ work performance respectively.

Table: 4.6 Teachers views on Influence of Teachers’ Recognition on Teachers’ Work Performance

Respondents	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
Teachers					
The school principal recognizes teachers who post exceptional performance	20(13.8%)	18(12.4%)	14(9.7%)	59(40.7%)	34(23.4%)
Teacher’s recognition has improved their work performance	15(10.3%)	12(15.2%)	17(11.7%)	57(39.3%)	34(23.4%)
The principal makes recommendation to TSC for promotion for teachers who excel in their work	42(29.0%)	28(19.3%)	23(15.9%)	39(26.9%)	13(9.0%)
Teachers prefer being appreciated publicly than privately	18(9.7%)	16(11.0%)	11(7.6%)	60(41.4%)	40(27.6%)
The principal’s gives letters of recognition to teachers who excel in their work	13(9.0%)	15(10.3%)	9(6.2%)	62(48.8%)	46(31.7%)
The school principal organizes special treats and outings for all teachers at least once a term.	16(11.0%)	19(13.1%)	10(6.9%)	55(37.9%)	45(31.0%)

Table 4.7 Principals views on Influence of Teachers’ Recognition on Teachers’ Work Performance

Principals	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
The school administration recognizes teachers who post exceptional performance	2(9.1%)	4(18.2%)	3(13.6%)	10(45.5%)	5(22.7%)
Teacher’s recognition has improved their work performance	2(18.2%)	3(13.6%)	1(4.5%)	12(54.5%)	4(18.2%)
I normally make recommendation to TSC for promotion for teachers who excel in their work	5(22.7%)	8(36.4%)	2(9.1%)	3(13.6%)	4(18.2%)
Teachers prefer being appreciated publicly than privately	4(18.2%)	2(9.1%)	1(4.5%)	6(27.3%)	9(40.9%)
I normally give letters of recognition to teachers who excel in their work	1(4.5%)	2(9.1%)	1(4.5%)	6(27.3%)	12(54.5%)
The school principal organizes special treats and outings for all teachers at least once a term	4(18.2%)	3(13.6%)	2(9.1%)	8(36.4%)	5(22.7%)

Source: Field Data (2024)

The results presented in Table 4.6 uncover that majority of teachers 59(40.7%) agreed that school principal recognizes teachers who post exceptional performance, 57(39.3%) agreed that teacher’s recognition has improved their work performance, 60(41.4%) agreed that teachers prefer being appreciated publicly than privately, 62(48.8%) agreed that principal’s gives letters of recognition to teachers who excel in their work and 55(37.9%) agreed that school principal organizes special treats and outings for all teachers at least once a term. Further, large part of teachers 42(29.0%) strongly disagreed that principal makes recommendation to TSC for promotion for teachers who

excel in their work. The findings show that teacher recognition can promote professional growth and development. Recognized teachers are typically encouraged to pursue additional education, training, and innovative teaching practices. This constant professional development ensures that teachers are up to date on the latest educational trends and practices, which they may then use in their classrooms. The results corroborate with the results of a research by Stajkovic *et al.* (2015) who recognized that recognition leads to higher employee morale and can create a greater impact on employee motivation than even other incentives. Recognition ignites intrinsic motivation and creates a deep-rooted ownership for the organization by that particular employee. When instructors feel recognized, they are more inclined to attend professional development seminars, reflect, and seek new ways to improve their teaching skills.

The findings reveal that 10(45.5%) principals agreed that school administration recognizes teachers who post exceptional performance, 12(54.5%) agreed that teacher's recognition has improved their work performance, 9 (40.9%) strongly agreed that teachers prefer being appreciated publicly than privately, 12(54.5%) strongly agreed they normally give letters of recognition to teachers who excel in their work and 5(22.7%) strongly agreed that school administration organizes special treats and outings for all teachers at least once a term. Nevertheless, 8(36.4%) disagreed that they normally make recommendation to TSC for promotion for teachers who excel in their work. The recognition of teachers holds immense significance in shaping their work performance within secondary schools. Principals understand that recognition serves as a powerful motivator for teachers, driving them to excel in their roles and contribute positively to the school community. The results are supported by Oyolla (2021) which exposed that employee recognition has a moderate positive influence on job satisfaction. The principals recognized teachers by giving them prizes during the annual prize giving day and also giving them educational tours once a year (Ongati, 2018). When teachers feel acknowledged and appreciated for their efforts, principals often observe a noticeable enhancement in their morale and dedication. This translates into a more

vibrant teaching atmosphere in which educators are passionate about their work, resulting in higher student engagement and better academic achievements.

The study also looked for a relationship between teachers' job performance and teacher's recognition. The 95% confidence interval for Pearson's correlation coefficient was utilized (Table 4.8).

Table 4.8 Correlation Between Teacher's Recognition and Teacher's Job Performance

		Teacher's recognition	Teacher's job performance
Teacher's recognition	Pearson Correlation	1	.746
	Sig. (2-tailed)		.042
	N	167	167
Teacher's job performance	Pearson Correlation	.746	1
	Sig. (2-tailed)	.042	
	N	167	167

The results show that teacher's recognition and teacher's job performance had a favorable connection ($r=0.746$). The results suggest that a teacher's job performance is influenced by their recognition. The null hypothesis was rejected since there was a significant link ($p=0.042<0.05$) between teachers' job performance and their recognition. Thus, the results suggest that teachers' job performance is influenced by their recognition.

4.6 Delegation of Duties to Teachers and Work Performance

4.6.1 Principals and Teachers' Opinion on the Extent to Which Delegation of Duties to Teachers Influenced Work Performance

Table 4.9 presents the findings on the extent to which delegation of duties to teachers influenced work performance.

Table 4.9 Principals and Teachers’ views on Delegation of Duties to Teachers Influenced Work Performance

Rate	Principals		Teachers	
	f	%	F	%
A very great extent	4	18.2	40	27.6
A great extent	8	36.4	58	40.0
Moderate extent	6	27.3	23	15.9
Low extent	3	13.6	16	11.0
A very low extent	1	4.5	8	5.5
Total	22	100%	145	100%

Source: Field Data (2024)

The results displayed in Table 4.9 show that majority of the principals (36.4%) to a great extent agreed that delegation of duties to teachers influenced work performance which concur with majority of the teachers 58 (40.0%). This implies that teachers' views on delegation are equally important in shaping their work performance. When teachers perceive delegation as an opportunity for professional development and skill utilization, they are more likely to approach delegated tasks with enthusiasm and commitment. Feeling trusted and supported by school leadership enhances teachers' sense of ownership over their roles, motivating them to perform at their best. The results are consistent with the outcomes of a previous study by the Manundu Institute (2023), which discovered that delegation requires teacher empowerment and that several variables, such as the allocated job, competences, and interests of the delegator, must be considered. Despite the significance of distributing responsibilities in schools, hurdles to delegation remained.

4.6.2 Principals and Teachers' Level of Agreement on Influence of Delegation of Duties to Teachers on Work Performance

Table 4.10 and Table 4.11 shows the findings of teachers and principals on the level of agreement on influence of delegation of duties to teachers on work performance.

Table 4.10 Teachers' level of Agreement on Delegation of Duties to Teachers Influenced Work Performance

Respondents	Strongly Disagree	Disagree	Neither disagree agree	Agree nor	Strongly Agree
Teachers					
The school principal delegates duties to teachers	15(10.3%)	19(13.1%)	8(5.5%)	68(46.9%)	35(24.1%)
Delegation of duties to teachers has motivated them to work harder	17(11.7%)	18(12.4%)	13(9.0%)	59(40.7%)	38(26.2%)
Delegation of duties has made decision-making process faster	13(9.0%)	22(15.2%)	16(11.0%)	48(33.1%)	46(31.7%)
Delegation of duties can improve the overall management of the school	16(11.0%)	21(14.5%)	14(9.7%)	57(39.3%)	37(25.5%)
Delegation of duties empowers the teachers to take up leadership roles in schools	14(9.7%)	20(13.8%)	12(13.8%)	61(42.1%)	38(26.2%)

Source: Field Data (2024)

Table 4.11 Principals level of Agreement on Delegation of Duties to Teachers Influenced Work Performance

Principals	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
I normally delegate duties to teachers	1(4.5%)	2(9.1%)	1(4.5%)	12(54.5%)	6(27.3%)
Delegation of duties to teachers has motivated them to work harder	2(9.1%)	2(9.1%)	1(4.5%)	10(45.5%)	7(31.8%)
Delegation of duties has made decision-making process faster	1(9.1%)	3(13.6%)	2(9.1%)	7(31.8%)	9(40.9%)
Delegation of duties can improve the overall management of the school	2(9.1%)	1(4.5%)	1(4.5%)	8(36.4%)	10(45.5%)
Delegation of duties empowers the teachers to take up leadership roles in schools	1(4.5%)	3(13.6%)	1(4.5%)	9(40.9%)	8(36.4%)

Source: Field Data (2024)

The results displayed in Table 4.10 and Table 4.11 illustrate that 68(46.9%) of teachers agreed that school principals delegate duties to teachers. Teachers' views on delegation are shaped by their workload and capacity to take on additional responsibilities. When teachers feel overwhelmed by excessive duties or perceive delegation as adding to their already heavy workload, it can lead to stress and decreased performance. The findings uncovered that 59(40.7%) of teachers agreed that delegation of duties to teachers has motivated them to work harder. In addition, 48(33.1%) teachers agreed that delegation of duties has made decision-making process faster. Teachers' perspectives on delegation are influenced by their workload and ability to take on new duties. When instructors are overloaded with too many responsibilities or view delegating as adding to their already heavy workload, it can lead to stress and poor performance. The findings are consistent with Kongnyuy's (2020) finding that delegation enhances school administration by encouraging teachers to seek new and inventive ways to teach while also increasing teacher engagement. Principals and school

administrators must examine teachers' existing duties and give enough assistance when allocating work to guarantee that they are manageable and in line with teachers' professional objectives. The findings contradict with the findings of a study by Johnson and Brown (2019) who revealed that principals' delegation styles may have limited impact on teachers' work performance, particularly when considering the complex nature of teaching and the multitude of factors that influence classroom outcomes.

Further, the findings established that 57(39.0%) of teachers agreed that delegation of duties can improve the overall management of the school and 61(42.1%) agreed that delegation of duties empowers the teachers to take up leadership roles in schools. The effectiveness of delegation in influencing teachers' work performance relied on the level of communication and collaboration within the school community. Teachers who participate in decision-making and task delegation feel more engaged and committed to achieving common goals. Open communication channels between teachers and school leadership can help address any concerns or challenges related to delegation, fostering a positive work environment conducive to high performance. The results are reinforced by the results of a research done by Aceke, Kimiti, and Muola (2017), who discovered that both teachers' and principals' attitudes influenced delegation of duties, with the majority of respondents favoring delegation initiatives being adopted in schools.

Similarly, majority of the principals 12(54.5%) agreed that they normally delegated duties to teachers, 10(45.5%) agreed that delegation of duties to teachers has motivated them to work harder and 9(40.9%) strongly agreed that delegation of duties has made decision-making process faster. Principals must be mindful of teachers' workload and avoid overburdening them with excessive tasks. The findings are reinforced by the results of a research by Ochieng, Adhiambo and Yambo (2019) who established that delegation of duties should be equitable and strategic, taking into

account teachers' strengths, capacities, and available resources. Teachers are more capable of carrying out their duties and making contributions to the school community when they are provided with reasonable workloads and enough support. On the other hand, an imbalance in delegation reduces the effectiveness of the school as a whole by causing stress, burnout, and subpar performance among teachers.

Further, 10(45.5%) of principals strongly agreed that delegation of duties can improve the overall management of the school and 9(40.9%) agreed that delegation of duties empowers the teachers to take up leadership roles in schools. The principals who view delegation as a strategic tool for empowering and motivating their teaching staff tend to foster an environment of trust and collaboration. When principals delegate tasks to teachers, they signal a level of confidence in their abilities, which boost morale and inspire a sense of ownership over their roles. This empowerment often leads to increased initiative and dedication among teachers, resulting in enhanced work performance. Principals who involve teachers in delegating decision-making foster a sense of ownership and commitment to the school's objectives, which reinforces strong work outcomes. The results agreed with the results of a research by Undiyaundeye and Julius (2020) who established that most principals delegated some responsibilities to the teachers especially in the management of student affairs.

The research also looked for an association between teachers' job performance and delegation of duties. The 95% confidence interval for Pearson's correlation coefficient was utilized (Table 4.12).

Table 4.12 Correlation Between Delegation of Duties to Teachers and Teacher's Job Performance

	Delegation of duties to teachers	Teacher's job performance
Pearson Correlation	1	.715
Delegation of duties to teachers Sig. (2-tailed)		.036
N	167	167
Pearson Correlation	.715	1
Teacher's job performance Sig. (2-tailed)	.036	
N	167	167

From the results, there was a positive association between delegation of duties to teachers and teacher's job performance ($r=0.715$). The results imply that delegation of duties to teachers influenced teacher's job performance. Notably, there was a noteworthy correlational between delegation of duties to teachers and teacher's job performance ($p=0.036<0.05$) hence the null hypothesis was rejected. Therefore, the results imply that delegation of duties to teachers do influence teachers' job performance.

4.7 Principal's Prompt Feedback and Teachers' Work Performance

4.7.1 Principals and Teachers' Opinion on Extent to Which Principal's Prompt Feedback Influences Teachers' Work Performance

Table 4.13 depicts the findings on the extent to which the principal's prompt feedback influences teachers' work performance.

Table 4.13 Principals and Teachers’ Views on Principal’s Prompt Feedback Influence on Teachers’ Work Performance

Rate	Principals		Teachers	
	f	%	F	%
A very great extent	4	18.2	38	26.2
A great extent	10	45.5	62	42.8
Moderate extent	5	22.7	24	16.6
Low extent	2	9.1	15	10.3
A very low extent	1	4.5	6	4.1
Total	22	100%	145	100%

Source: Field Data (2024)

The results displayed in Table 4.13 show that 10(45.5%) principals agreed to a great extent that their prompt feedback influences teachers’ work performance. This concurs with those of teachers who to a great extent agreed that principal’s prompt feedback influences their work performance as presented by 62(42.8%). Prompt feedback from the principal provides teachers with clear guidance on their performance, highlighting strengths and areas for improvement. This feedback helps teachers discover specific steps they can take to enhance their teaching approaches, resulting in continual professional growth. The results of this research are upheld by Kihama and Wainaina (2019), which discovered that managers provided feedback to their employees, allowing individuals to increase their personal growth for better future outcomes. Timely feedback promotes a healthy connection between instructors and the principal based on trust and open communication. When principals regularly offer feedback in a timely way, it reflects their commitment in teachers' achievement and well-being. This trust and rapport foster a supportive work atmosphere in which instructors feel free to seek assistance and share problems with the administrator. Further, the findings contradict with the findings of a study by Roberts (2018) who established that simply providing prompt feedback without clear goals, specific guidance, and ongoing support may not result in meaningful changes in teachers' work performance.

4.7.2 Principals and Teachers' Level of Agreement on Influence of Principal's Prompt Feedback on Teachers' Work Performance

Table 4.14 and Table 4.15 depict the level of agreement between teachers and principals on how prompt feedback influences teachers' work performance respectively.

Table: 4.14 Teachers' Level of Agreement on Influence of Principal's Prompt Feedback on Teachers' Work Performance

Respondents	Strongly Disagree	Disagree	Neither disagree agree	Agree nor	Strongly Agree
Teachers					
The school principal gives a feedback promptly	12(8.3%)	15(10.3%)	9(6.2%)	62(42.8%)	47(32.4%)
The principal's feedback has helped improve teachers' work performance	15(10.3%)	19(13.1%)	12(8.3%)	53(36.6%)	46(31.7%)
The principal evaluates teachers in a professional manner	13(9.0%)	24(16.6%)	16(11.0%)	59(40.7%)	33(22.8%)
The principal has a good interpersonal relationship with teachers	11(7.6%)	18(12.4%)	13(9.0%)	63(43.4%)	40(27.6%)
The principal's feedback is objective, constructive and biasfree	10(6.9%)	19(13.1%)	14(9.7%)	56(38.6%)	46(31.7%)
The principal gives a teacher's feedback in private	12(8.3%)	15(10.3%)	19(13.1%)	65(44.8%)	34(23.4%)

Source: Field Data (2024)

Table 4.15 Principals’ Level of Agreement on Influence of Principal’s Prompt Feedback on Teachers’ Work Performance

Principals	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
I normally give feedback to teachers promptly	2(9.1%)	1(4.5%)	1(4.5%)	10(45.5%)	8(36.4%)
My feedback has helped improve teachers’ work performance	1(4.5%)	2(9.1%)	1(4.5%)	9(40.9%)	9(40.9%)
I normally evaluate teachers in a professional manner	2(9.1%)	1(4.5%)	2(9.1%)	8(36.4%)	9(40.9%)
I have a good interpersonal relationship with teachers	1(4.5%)	1(4.5%)	2(9.1%)	10(40.9%)	8(36.4%)
My feedback to teachers is objective, constructive and bias-free	2(9.1%)	1(4.5%)	1(4.5%)	7(3.18%)	11(50.0%)
I normally give a teacher’s feedback in private	2(9.1%)	1(4.5%)	2(9.1%)	8(36.4%)	9(40.9%)

Source: Field Data (2024)

The results displayed in Table 4.14 show that large part of teachers 62(42.8%) agreed that the school principal gives feedback promptly, 53(36.6%) agreed that the principal’s feedback has helped improve teachers’ work performance, and 59(40.7%) agreed that principal evaluates teachers in a professional manner. Prompt feedback from the principal plays a crucial role in teachers' ongoing professional development. By offering specific and actionable feedback, the principal helps teachers identify areas for growth and tailor their professional development plans accordingly. This personalized approach to feedback enables teachers to address their individual learning needs and pursue relevant training or resources to enhance their skills. As teachers continue to develop professionally, they contribute to the overall improvement of the school and positively impact student learning outcomes. The results are upheld by the discoveries of a study

by Kareithi (2018) who established that effective feedback from the principal contributes to teachers' overall job satisfaction and retention. When teachers receive prompt and constructive feedback, they feel supported in their roles and confident in their ability to meet expectations

Also, 63(43.4%) of teachers agreed that principals have a good interpersonal relationship with teachers, 56(38.6%) agreed that principals' feedback is objective, constructive and biasfree and 65(44.8%) agreed that the principals give teacher's feedback in private. Some educators may feel overwhelmed or disheartened if feedback lacks sufficient context or support, hindering their ability to effectively implement suggested changes. It is critical for principals to strike a balance between offering constructive criticism and acknowledging teachers' accomplishments and strengths. The results are supported by Sofie (2016) who established that employees preferred quick feedback, both positive and constructive feedback. The results further showed that feedback is most impactful when it is quick but personalized face-to-face feedback. By providing feedback that is specific, actionable, and tailored to individual needs, principals can maximize its effectiveness in driving teacher growth and enhancing overall work performance.

The outcomes displayed in Table 4.15 established that large part of principals 10(45.5%) agreed that they normally give feedback to teachers promptly, 9 (40.9%) strongly agreed that their feedback has helped improve teachers' work performance and 9(40.9%) strongly agreed that they normally evaluate teachers in a professional manner. Furthermore, 10(45.5%) principals agreed that they have a good interpersonal relationship with teachers, 11(50.0%) strongly agreed that their feedback to teachers is objective, constructive and bias-free and 9(40.9%) strongly agreed that they normally give teacher's feedback in private. Principals understand that timely and constructive feedback is essential for fostering continuous improvement and enhancing teaching effectiveness. When principals prioritize providing feedback promptly, they create a culture of accountability and professional growth within the school community. This concurs with the results of a survey done

by Cioca and Gifford (2022), which discovered that providing feedback is critical for increasing employee performance in any firm or institution because it enhances their work performance. Principals recognize that timely feedback allows teachers to imitate on their teaching practices and make necessary alterations in real-time. By promptly addressing areas of strength and areas needing improvement, principals help teachers develop a clear understanding of their performance expectations and how they can better meet the needs of their learners.

The study also tried to demonstrate a link between the principal's prompt feedback and teachers' job performance. Pearson's correlation coefficient was utilized with a 95% confidence interval (Table 4.16).

Table 4.16 Correlation Between Principal’s Prompt Feedback and Teacher’s Job Performance

		Principal’s prompt feedback	Teacher’s job performance
Principal’s prompt feedback	Pearson Correlation	1	.721
	Sig. (2-tailed)		.032
	N	167	167
Teacher’s job performance	Pearson Correlation	.721	1
	Sig. (2-tailed)	.032	
	N	167	167

According to the findings, there was a favorable association between the principal's prompt feedback and teacher job performance ($r=0.721$). The results imply that the principal's rapid input influences teacher job performance. The study found a significant association ($p=0.032<0.05$) between prompt feedback from the principal and teacher job performance, rejecting the null hypothesis. As a result, the data suggest that fast feedback from the principal has an impact on the job performance of teachers.

4.8 Regression Analysis

To explicitly explore whether there are statistically significant correlations between the principals' motivation strategies and work performance of the teachers in public secondary schools through financial rewards, teacher's recognition, delegation of duties to teachers and principal's prompt feedback. To evaluate the four hypotheses, the researcher used a multiple regression model with a 95% confidence interval:

H₀1: There is no significant relationship between provision of financial incentives to teachers and their work performance.

H₀2: There is no significant relationship between principals' recognition of teacher's exceptional performance and the teachers' work performance.

H₀3: There is no significant relationship between principal's delegation of responsibilities to teachers and the teachers' work performance.

H₀4: There is no significant relationship between principal's provision of prompt feedback to teachers and the teachers' work performance.

Table 4.17 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.867	.474		2.432	.003
	Financial rewards	.254	.458	.357	.173	.023
	Teachers' recognition	.237	.432	.275	.149	.046
	Delegation of duties to teachers	.193	.423	.342	.163	.037
	Principal's prompt feedback	.202	.449	.218	.143	.032
a. Dependent Variable: Teachers' work performance						

Table 4.17 presents the findings on regression coefficients where the independent variables were regressed on dependent variable. The model equation becomes;

$$Y = 2.867 + 0.254X_1 + 0.237X_2 + 0.193X_3 + 0.202X_4 + \sum(x)$$

Where X_1-X_4 represents the financial rewards, teachers' recognition, delegation of duties to teachers and principal's prompt feedback, and $\xi(x)$ is the chance variation of predictors

The findings presented in Table 4.18 show that financial rewards, teachers' recognition, delegation of duties to teachers and principal's prompt feedback had a positive influence on teachers' work performance at 95% confidence interval since the P-values were less than 0.05. ($P = 0.023 < 0.05$, $P = 0.046 < 0.05$, $P = 0.037$, $P = 0.032 < 0.05$). This is an indication that all the null hypotheses were rejected.

Table 4.18 The Null Hypotheses' Final Decision

Hypothesis	Verdict
H ₀ 1: There is no significant relationship between provision of financial incentives to teachers and their work performance.	Rejected
H ₀ 2: There is significant relationship between the principals' recognition of teacher's exceptional performance and the teachers' work performance.	Rejected
H ₀ 3: There is no significant relationship between the principal's delegation of responsibilities to teachers and the teachers' work performance.	Rejected
H ₀ 4: There is no significant relationship between the principal's provision of prompt feedback to teachers and the teachers' work performance.	Rejected

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

A summary, findings, suggestions, and ideas for more study are included in this section.

5.2 Summary of the Study Findings

The first objective of the research was to examine how financial incentives from principals affect teachers' work performance. The findings indicated that both principals and teachers moderately agreed that financial rewards influence teachers' performance. Such rewards serve as concrete recognition of teachers' hard work and dedication, reinforcing their commitment to the profession. Teachers play a vital role in achieving educational goals, particularly at the primary and secondary levels. Additionally, the results showed that teachers strongly agreed that school principals consistently provided financial incentives in a timely and fair manner, without favoritism. Financial rewards are effective tools for motivating teachers and enhancing their performance in secondary schools. Principals understand that competitive salaries and performance-based bonuses are essential for attracting and retaining high-quality educators.

The second objective of the study was to investigate how principals' recognition of exceptional teacher performance impacts their work. The results indicated that a significant number of principals and teachers agreed that such recognition moderately influences teachers' performance in secondary schools. Positive feedback acts as a motivator, encouraging teachers to invest more effort and attention in their teaching responsibilities. The findings confirmed that school principals acknowledged teachers who demonstrated exceptional performance, which in turn improved their work performance. Furthermore, recognition from peers, administrators, and the wider educational

community validates teachers' professional expertise and achievements. This recognition fosters intrinsic motivation and instills a sense of ownership within the organization. Overall, recognizing teachers is crucial for enhancing their work performance in secondary schools.

The third objective of the research was to explore how the delegation of responsibilities by principals impacts teachers' work performance. The results revealed that both principals and teachers largely agreed that delegating duties to teachers positively influences their performance. Effective delegation empowers teachers, but several factors must be considered, including the assigned tasks, the competencies of those delegated, and their interests. Despite its importance, delegation still faces challenges in implementation. The findings indicated that when responsibilities are delegated to teachers, it motivates them to work harder. Teachers' views on delegation are shaped by their workloads and their capacity to take on additional responsibilities. Moreover, delegation positively influences school management, encouraging teachers to explore innovative teaching strategies and increasing their commitment to their roles. Empowering teachers through delegation allows them to assume leadership positions in schools. The success of delegation in enhancing teachers' performance relies on effective communication and collaboration within the school community. When teachers are provided with manageable workloads and adequate support, they can perform their duties more effectively and contribute meaningfully to the school.

The fourth objective of the research was to investigate the impact of prompt feedback from principals on teachers' work performance. The results showed that both principals and teachers largely agreed that timely feedback influences teachers' performance. Prompt feedback from principals gives teachers clear guidance on their strengths and areas needing improvement. Such feedback is essential for teachers' ongoing professional development. By providing specific and actionable feedback, principals help teachers identify growth areas and tailor their professional

development plans. Timely feedback enables teachers to reflect on their teaching methods and implement necessary changes in real time.

5.3 Conclusions of the Study

The research draws the following conclusions from its results:

Implementing financial incentives is essential for motivating teachers to perform at their best. When principals provide clear and fair financial rewards based on performance, they not only encourage teachers to excel but also show their commitment to acknowledging and rewarding hard work.

Recognizing teachers' outstanding contributions can significantly improve their work performance. By celebrating teachers' achievements, principals foster a culture of appreciation and support within the school community, which boosts morale and job satisfaction among educators.

Delegating responsibilities is also a crucial strategy for empowering teachers and promoting their professional development. Principals who effectively assign tasks and allow for autonomy enable teachers to take ownership of their work, creating a sense of investment in their roles.

Furthermore, prompt and constructive feedback plays a vital role in motivating teachers. When principals hold regular feedback sessions, they provide valuable guidance and support. This helps teachers identify areas for improvement and encourages them to strive for excellence. Timely feedback also allows teachers to monitor their progress and stay motivated in their professional growth efforts.

5.4 Recommendation of the Study

The study's recommendations are based on data analysis and conclusions:

- i. Principals should consider implementing financial rewards as a motivational strategy. By offering financial rewards, such as performance-based bonuses, principals can effectively encourage teachers to excel in their roles. However, it is essential to ensure that these rewards are transparent, equitable, and tied to measurable outcomes to prevent feelings of unfairness or demotivation among teachers.
- ii. The principals should prioritize the recognition of teachers' efforts and achievements. This can be achieved through various means such as verbal praise, awards, or acknowledgment in staff meetings. By actively appreciating and celebrating teachers' contributions, principals can foster a positive work environment that encourages continued dedication and excellence.
- iii. The principals should focus on delegating responsibilities effectively. By entrusting teachers with meaningful tasks and opportunities for professional growth, principals not only empower their staff but also demonstrate trust and confidence in their abilities. Delegation can also alleviate the workload burden on principals, allowing them to focus on strategic initiatives and leadership responsibilities.
- iv. The principals must prioritize the provision of prompt and constructive feedback to teachers. Regular feedback sessions, both formal and informal, enable principals to communicate expectations clearly, identify areas for improvement, and offer support where needed. Additionally, timely feedback helps teachers track their progress, stay motivated, and continuously strive for excellence in their roles.

5.5 Suggestions for Further Studies

The recommendations for additional research are as follows:

- i. The current research focused on public secondary schools in Kiambu County, future studies should include both public and private secondary schools in other counties to improve the generalizability of the findings.
- ii. Additionally, further research could investigate various delegation strategies employed by principals and their impact on teacher empowerment and job satisfaction.
- iii. Moreover, studies should be conducted on the role of feedback mechanisms such as formal evaluations, peer feedback, and coaching in supporting teacher professional development and enhancing their work performance.

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APPENDICES

APPENDIX I: AN INTRODUCTION LETTER TO THE PARTICIPANTS

Dear Respondent,

RE: REQUEST TO TAKE PART IN THE STUDY

I am a Master's student at Kenyatta University undertaking a study on the topic:

Principals' Teacher Motivation Strategies and their Influence on Teachers' Work Performance in Public Secondary Schools in Githunguri Sub-County, Kiambu County.

Kindly provide the information I require for this study in response to the research instruments that are provided. Your name will be kept private, and your personal data will only be utilized for educational study. I appreciate your assistance.

Yours sincerely,

ADM NO: E55/CTY/PT/21787/2021

LOISE WANJIKU NDIRANGU

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Please check the box or fill in the blanks to indicate how you answer to each question. Only academic purposes will be served by using the study's answers. Your name should not appear anywhere on this questionnaire.

SECTION A: DEMOGRAPHIC INFORMATION

Please complete the information in the table below by checking the relevant boxes as needed

Highest Education	Level of	Gender M/F	Age bracket (Years)	Working Experience in years	Department	Position in Sch (if any)
1	Diploma		20-29yrs	Below 5yrs		
2	Degree		30-39yrs	6-10yrs		
3	Masters		40-49yrs	11-15yrs		
4	Phd		50-59	16-20yrs		
5				Above 20yrs		

SECTION B: WORK PERFORMANCE OF TEACHERS

1. Rate yourself in terms of the general work performance in terms of your discharge of your duties and responsibilities in this school.

a) Very good () Good () Average () Below Average ()

2. Rate the motivation initiatives and practices that school principal accord teachers in this school.

a) Very good () Good () Average () Below Average ()

Area/Duty	1	2	3	4	5
Academic Performance of learners in KCSE and internal examinations					
Discharge of duties and responsibilities assigned					
Effectiveness in the teaching and learning process					

Preparation of professional documents					
Level of achievements in co-curricular activities					
lesson attendance rate					
Handling of students' issues e.g discipline, counselling.					

3. Rate your level of work performance/ against each of the following areas/duties. Use the scale where:

1- Very Low,

2-Low,

3-Medium,

4-High,

5-Very High

SECTION C: FINANCIAL REWARDS FOR TEACHERS AND THEIR WORK

PERFORMANCE

4. How much does giving teachers financial incentives affect their job performance?

A very great extent

a great extent

moderate extent

low extent

a very low extent

5. How much do you agree with the stated claims relating to the effect of the financial incentives for teachers on their work performance in public secondary schools from 1-strongly disagree to 5-strongly agree.

Statement	1	2	3	4	5
The school principal gives financial incentives to teachers					
The school principal gives financial incentives consistently. timely and fairly, without any form of favouritism					
The financial incentives for teachers have improved our work performance					
The amount of the monetary rewards depends on the teacher's position in the school					

Teachers are given allowances whenever they organize or engage in co-curricular activities					
The school gives financial aid to teachers whenever faced with personal challenges					

6. What do you think principals should do to improve the effectiveness of using financial incentives to inspire teachers?

.....

SECTION D: TEACHERS’ RECOGNITION AND WORK PERFORMANCE

7. How much does teachers' recognition affect how well they perform at work in secondary schools?

A very great extent a great extent moderate extent
low extent a very low extent

8. How much do you agree with the stated assertions about how much work performance in public secondary schools is recognized by teachers from 1-strongly disagree to 5-strongly agree.

Statement	1	2	3	4	5
The school principal recognizes teachers who post exceptional performance					
Teacher’s recognition has improved their work performance					
The principal makes recommendation to TSC for promotion for teachers who excel in their work					
Teachers prefer being appreciated publicly than privately					
The principal’s gives letters of recognition to teachers who excel in their work					

The school principal organizes special treats and outings for all teachers at least once a term					
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8. What do you think the principals should do in order for the teachers to feel that they are recognized more for their work?

.....

SECTION E: DELEGATION OF DUTIES TO TEACHERS AND WORK

PERFORMANCE

9. How much does the delegation of tasks by the principal affect the performance of teachers in secondary schools?

A very great extent a great extent moderate extent
 low extent a very low extent

10. How much do you agree with the stated claims about how teachers' job performance in public secondary schools is affected by the delegating of jobs to them from 1-strongly disagree to 5-strongly agree.

Statement	1	2	3	4	5
The school principal delegates duties to teachers					
Delegation of duties to teachers has motivated them to work harder					
Delegation of duties has made decision-making process faster					
Delegation of duties can improve the overall management of the school					
Delegation of duties empowers the teachers to take up leadership roles in schools					

11. What do you think the principals should do in order to improve on their delegation of duties to teachers in the school?

.....

SECTION F: PRINCIPAL’S PROMPT FEEDBACK AND TEACHERS’ WORK PERFORMANCE

13. How much does teachers' work performance get impacted by the principals' quick feedback?

A very great extent a great extent moderate extent
 low extent a very low extent

14. How much do you agree with the following claims about how the prompt feedback from the principal affects the work performance of the teachers in public secondary schools from 1-strongly disagree to 5-strongly agree.

Statement	1	2	3	4	5
The school principal gives a feedback promptly					
The principal’s feedback has helped improve teachers’ work performance					
The principal evaluates teachers in a professional manner					
The principal has a good interpersonal relationship with teachers					
The principal’s feedback is objective, constructive and biasfree					
The principal gives a teacher’s feedback in private					

14. What do you think the principals should do in order to increase their effectiveness of the communication and feedback with the teachers?

.....

Thanks a lot for your time

APPENDIX III: QUESTIONNAIRE FOR THE PRINCIPALS

Please check the box or fill in the blanks to indicate how you answer to each question. Only academic purposes will be served by using the study's answers. Your name should not appear anywhere on this questionnaire.

PART A: BIO DATA

1. Age 30-40 years [] 41-50years [] Above50years []

2. Indicate your gender Female [] Male []

3. Educational level Doctorate () Masters []

Bachelors [] Diploma []

4. Specify your working experience as principal?

Less than 5years [] 6-10years [] 10-15 years []

15-20 years [] Over 20 years []

5. What is the category of this school?

Mixed Day, Sub-county ()

Mixed Day, County ()

Boys' Boarding, County ()

Girls' Boarding, County ()

Boys' Boarding, Extra County ()

Girls' Boarding, Extra County ()

SECTION B: WORK PERFORMANCE OF TEACHERS

6. How do you rate the general work performance of teachers in this school?

Very High ()

High ()

Average ()

Low ()

Very Low ()

7. What is your satisfaction level of the work performance of the teachers in this school?

Very Satisfied () Satisfied () Neutral ()

Dissatisfied () Very Dissatisfied ()

8. Rate yourself in terms of the motivation initiatives and practices that you accord teachers in this school.

a) Very good () Good () Average () Below Average ()

9. Rate the level of work performance of the teachers in this school against each of the following areas. Use the scale where:

1- Very Low, 2-Low, 3-Medium, 4-High, 5-Very High

	Area/Duty	1	2	3	4	5
1	Academic Performance of learners in KCSE and internal examinations					
2	Discharge of duties and responsibilities assigned					
3	Effectiveness in the teaching and learning process					
4	Preparation of professional documents					
5	Level of achievements in co-curricular activities					
6	lesson attendance rate					
7	Handling of students' issues e.g discipline, counselling.					

SECTION C: FINANCIAL REWARDS FOR TEACHERS AND THEIR WORK

PERFORMANCE

3. How much does giving teachers financial incentives affect their job performance?

A very great extent a great extent moderate extent
 low extent a very low extent

5. How much do you agree with the stated assertions relating to the effect of the financial incentives for teachers on their work performance in public secondary schools from 1-strongly disagree to 5-strongly agree.

Statement	1	2	3	4	5
The school administration gives financial incentives to teachers					
The school administration gives financial incentives consistently, timely and fairly, without any form of favouritism					
The financial incentives for teachers have improved our work performance					
The amount of the monetary rewards depends on the teacher's position in the school					
Teachers are given allowances whenever they organize or engage in co-curricular activities					
The school gives financial aid to teachers whenever faced with personal challenges					

6. What steps can you take, in your opinion, to improve the efficacy of using cash incentives to motivate teachers?

.....

SECTION D: TEACHERS' RECOGNITION AND WORK PERFORMANCE

7. How much does teachers' recognition affect how well they perform at work in secondary schools?

A very great extent a great extent moderate extent
 low extent a very low extent

8. How much do you agree with the stated assertions about how much work performance in public secondary schools is recognized by teachers from 1-strongly disagree to 5-strongly agree.

Statement	1	2	3	4	5
The school administration recognizes teachers who post exceptional performance					
Teacher's recognition has improved their work performance					
I normally make recommendation to TSC for promotion for teachers who excel in their work					
Teachers prefer being appreciated publicly than privately					
I normally give letters of recognition to teachers who excel in their work					
The school administration organizes special treats and outings for all teachers at least once a term					

9. What do you think you can do in order for the teachers to feel that they are recognized more for their work?

.....

SECTION E: DELEGATION OF DUTIES TO TEACHERS AND WORK

PERFORMANCE

10. How much does the delegation of tasks by the principal affect the performance of teachers in secondary schools?

A very great extent a great extent moderate extent
 low extent a very low extent

11. How much do you agree with the stated claims about how teachers' job performance in public secondary schools is affected by the delegating of jobs to them from 1-strongly disagree to 5 strongly agree.

Statement	1	2	3	4	5
I normally delegate duties to teachers					
Delegation of duties to teachers has motivated them to work harder					
Delegation of duties has made decision-making process faster					

Delegation of duties can improve the overall management of the school					
Delegation of duties empowers the teachers to take up leadership roles in schools					

11. What do you think you can do in order to improve on their delegation of duties to teachers in the school?

.....

SECTION F: PRINCIPAL’S PROMPT FEEDBACK AND TEACHERS’ WORK PERFORMANCE

13. How much does teachers' work performance get impacted by the principals' quick feedback?

A very great extent a great extent moderate extent
low extent a very low extent

14. How much do you agree with the stated claims about how the prompt feedback from the principal affects the work performance of the teachers in public secondary schools from 1- strongly disagree to 5 strongly agree.

Statement	1	2	3	4	5
I normally give feedback to teachers promptly					
My feedback has helped improve teachers’ work performance					
I normally evaluate teachers in a professional manner					
I have a good interpersonal association with teachers					
The feedback to teachers is objective, constructive and bias-free					
I normally give a teacher’s feedback in private					

15. What do you think you can do in order to increase their effectiveness of the communication and feedback with the teachers?

.....

Thanks a lot for your time

APPENDIX VI: RESEARCH APPROVALS



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Website: www.ku.ac.ke

Internal Memo

FROM: Executive Dean, Graduate School

DATE: 2nd April, 2024

TO: Loise Wanjiku Ndirangu
C/o Ed. Mgt. Pol & Curriculum Studies Dept.

REF: E55/CTY/PT/21787/2021

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting 13th March, 2024 approved your Research Project Proposal for the M.Ed Degree Entitled, "Principals' Teacher Motivation Strategies and Their Influence on Teachers; Work Performance in Public Secondary Schools in Kiambu County, Kenya".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and Progress Report Forms per semester. The Forms are available at the University's Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your project before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you

ELIJAH MUTUA
FOR: EXECUTIVE DEAN, GRADUATE SCHOOL

c.c. Chairman, Education Management Policy and Curriculum Studies Department.

Supervisors:

1. Dr. Joseph Mungai
C/o Department of Edu. Mgt Policy & Curriculum Studies
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EM/Inn



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Tel. 8710901 Ext. 57530

Our Ref: E55/CTY/PT/21787/2021

DATE: 2nd April, 2024

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR LOISE WANJIKU NDIRANGU – REG. NO. E55/CTY/PT/21787/2021.

I write to introduce Loise Wanjiku Ndirangu who is a Postgraduate Student of this University. The student is registered for M.Ed degree programme in the Department of Education Management Policy and Curriculum Studies.

Loise intends to conduct research for a M.Ed Project Proposal entitled, “Principals’ Teacher Motivation Strategies and Their Influence on Teachers; Work Performance in Public Secondary Schools in Kiambu County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

A handwritten signature in blue ink, appearing to be 'E. Kimani', written over a horizontal line.

✓ PROF. ELISHIBA KIMANI
EXECUTIVE DEAN, GRADUATE SCHOOL

EM/Inn

