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**PRINCIPAL’S INDUCED PROFESSIONAL DEVELOPMENT AND MOTIVATION SCHEMES AS CATALYSTS FOR IMPROVED TEACHER PERFORMANCE**

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**ABSTRACT**

*The school principal is crucial in facilitating the school's development and management effectiveness, so it is important to ensure that the principals have the management skills necessary to enable them carry out their management tasks efficiently. Thus, the goal of this study was to ascertain how the management practices used by secondary school principals, in particular, teacher professional development and motivation schemes, affected the performance of teachers in the Bungoma North sub-county. The objective of the study was to ascertain how the principal's influence on professional development and motivation schemes affects teachers' performance. Data was collected and analyzed using a descriptive survey approach, and the study's target population included 737 teachers and 27 principals of public secondary schools in the Bungoma North sub-county. The study included a full census of all the principals in the 27 secondary schools and sampled 69 teachers using both the purposive and simple random sampling techniques. The analysis showed that the two principal's management practices (Professional development and Motivation schemes) account for 41.6 % of teachers' performance ( $R^2= 0.416$ ) and an increase in the two principal management practices by a single unit will result in an increase in teacher performance by 0.424 units. The study thus concluded that the two principal's management practices significantly influenced the performance of the teachers.*

**Key Words:** Management Practices, Teacher Professional Development, Motivation Schemes, Teacher Performance

## **INTRODUCTION**

Without initially providing a conducive environment for learning and teaching, the goals and objectives of a nation's educational system cannot be met. Therefore, it is the duty of the school administration to make sure that teachers live up to the school's vision, goal, and expectations by employing efficient management techniques including professional development and teacher motivator programs. As the CEO of the secondary school, the principal has a responsibility to motivate the school administration and other human resources staff in order to ensure high standards of performance from both the teachers and the pupils (Barrett, Treves, Shmis & Ambasz, 2019).

According to Akurugu, (2018) effective provision of education necessitates a dependable educational system, which can only be enhanced by the management strategies employed by principals, such as teachers' training, professional development, and motivation. In an effort to ensure an effective school functioning as an organization, school principals play vital responsibilities in inspiring their teachers. The crucial and important function of a principle is to guide their employees and foster an environment where teachers can reach their full potential. According to a study done in Great Britain, several factors, including the principal's recommendation letters, professional development, availability of social services, and the reputation and status of teaching, have an impact on teachers' performance and job satisfaction (Hoeck, 2020).

According to a study done in China by Munyengabe, Yiyi, Haiyan, and Jiefei (2017), teachers' job satisfaction was severely impacted by unfavourable factors such hard workload, low pay, insufficient training and growth chances, and difficulty moving up the professional ladder. The principal is currently burdened with a plethora of issues that primarily limit their ability to handle extremely managerial challenges (Miller, 2018). According to Ezeugbor & Emero, (2017), the process of developing teaching methods in the classroom and the professional development of teachers through interactions between the supervisor and the teacher is known as instructional supervision, which has a special role in the entire educational system. One of the management strategies used by principals to improve teacher performance is teacher motivation. It aims to provide a welcoming workplace where teachers may efficiently carry out their tasks (Egboka, 2018).

Gomendio (2017) asserts that motivation fosters the favourable conditions essential for teachers to carry out their responsibilities effectively and provide the desired results by sharpening student and teacher focus and enhancing teacher morale. The study was inspired by the fact that teachers in secondary schools in Bungoma County generally lack motivation and get inadequate professional development, which raises serious questions about whether principals' management tactics have an impact on teacher performance.

### **Statement of Problem**

According to Mahiga (2019), the majority of school principals continue to distance themselves from the actual realities of the classroom of instruction; as a result, their administrative responsibilities as leaders typically have very little value to the students and teachers. Since 2017, Bungoma County's overall KCSE performance has increased; however, Bungoma North's performance has remained appalling (Okoth, 2021). A gradual reduction in teachers' performance, which may be related to principals' management strategies, has drawn the attention of numerous scholars and media reporters. Besides, school principals have also registered failure in fulfilling their responsibilities successfully. It is therefore worrying that the management practices of these principals on their teachers might have contributed significantly to the poor performance. Prior research focuses on student performance and leadership philosophies. This study thus set out to determine if a lack of teacher professional development and effective motivational strategies could be the primary causes of the low performance of secondary school teachers in Bungoma North Sub-County.

### **Study Objectives**

To establish the influence of principal's induced professional development and motivation schemes as catalysts for improved teacher performance in Bungoma North Sub-County, Bungoma County.

To establish the influence of principal's motivation schemes on teacher performance in Bungoma North Sub-County, Bungoma County

### **Significance of Study**

In order to help stakeholders like the school's board of management (BOM), funders, policymakers, and parents make educated judgments about the teacher's performance, the research may be extremely important. It might assist in revealing the efficiency of the management techniques used by the principals, holding them accountable and raising their performance standards. The study could aid the Ministry of Education in developing more practical educational guidelines and policies as well as advance initiatives to support principals in becoming effective managers. The results of this study will be used by policymakers to develop effective management strategies that school principals can utilize to boost performance. The research will also close the knowledge gaps in the area of educational management and facilitate the development of new theories in the field.

## **LITERATURE REVIEW**

### **Teacher Professional Development and Teacher Performance**

The supply of physical infrastructure, well-designed curricula, and skilled human resources is not sufficient to improve education. According to the MoE, (2018), teachers must be prepared to address any gaps in educational growth due to emerging challenges and trends as well as current issues including gender, technology advancements, and climate change, all of which have an impact on the delivery of education. Pedder & Opfer (2010) investigated how teachers in England planned and organized their professional development. The survey revealed that school principals play a pivotal role in overseeing teachers' implementation of professional development. The report suggested that a strategic plan should be created for teachers and school administrators to oversee professional development initiatives. This study concentrated on internalizing the impact of the principal's development training on the performance of teachers, but it did not place much emphasis on the professional development and training for instructors.

In Turkey, Karacabey (2021) looked on how principals affect teachers' professional growth. The researcher concentrated on figuring out how much help the institution's principals provided for the teachers' professional growth. The study's cross-sectional survey design was based on the quantitative technique, and information from the Sanliurfa provincial teachers in Turkey suggested that principals occasionally encouraged teachers to pursue professional development. However, only 25.5 of them were present and provided sufficient support for the initiative. School principals did a poor job of planning group and individual development programs, setting up educational activities outside of seminar times, assigning teachers enough individualized reading and research tasks, organizing professional development monitoring forms for their teachers, and getting enough assistance from subject-matter experts.

According to the 2016 results of the World Bank and OECD's international examinations, the Turkish educational system is ineffective at raising students' success levels. Teachers' actions in the classroom are seen as a crucial factor in students' success. It is concerning that the principals do not demonstrate effective teaching methods to their teachers. For the sake of ensuring the teachers' professional development, these principals should walk them through example lessons. Therefore, it will be possible to maximize student accomplishment if the teachers' classroom behaviors can be improved (Richard & Belanger, 2018).

In Ghana's elementary public schools, Esia-Donkoh & Ofosu-Dwamena (2014) conducted a study on the effect of educational monitoring on teachers' professional growth. According to the study, educational supervision is essential and has a beneficial impact on teachers' professional development. Professional development has been shown to improve instructors' experience, comprehension of the curriculum, effective teaching strategies, classroom management, shaping of pupil characteristics, and suitable assessment procedures. According to Kalule and Bouchamma (2014), the Directorate of Education Standards and the school

inspectors of the Ministry of Education in Uganda both undertake professional development for teachers at the school level and externally.

In Uganda's public secondary schools, Malunda (2017) conducted a study on the level of teachers' professional development activities. The study was motivated by persistent complaints about teachers' poorer educational techniques. The study primarily looked at how coaching, induction, professional development techniques, and training workshops affected teacher performance. According to the study, professional development for teachers improved teachers' performance by helping them create lesson plans, choose effective teaching strategies, and conduct assessments. The role of principals in overseeing professional development activities at the school level was not examined by the study, though. Therefore, this study looked at how effective professional development training would affect teacher's performance, particularly if it was provided by the principal of the school.

Atieno (2019) conducted a study in Kenya to ascertain the effectiveness of principals' instructional supervision in enhancing teachers' professional development in public secondary schools in the counties of Kajiado and Nairobi. The study was primarily concerned with identifying the supervisory abilities that principals possessed in the administration of teachers' professional development. The study showed that most principals lacked the necessary knowledge and abilities to oversee teachers' professional development. The study only focused on instructional supervision, whereas the focus of the current study was on how teachers' professional development and principal-provided training affected their performance.

Umoh (2013) conducted a study in Kenya to investigate the principal's function in teacher supervision to enhance career development in secondary schools in the Kitui West District. The study examined the principals' supervisory abilities, professional development initiatives, and supervision-related activities. It also looked at challenges principals have when managing teachers who are pursuing professional development. The survey revealed that administrators had little control over teachers' professional development because it was left in the hands of external MoE officers. Some principals were also discovered to lack professional development supervision skills. According to the report, the department head and deputy principals would be responsible for supervising professional development activities. These revelations imply that principle supervision of professional growth does not receive the critical attention it requires. To ascertain its impact on teachers' performance, this study thus focused more on the principals' oversight of professional development.

In Kirinyaga and Murang'a counties in Kenya, Mhikaki & Joshat (2019) did a study on the responsibilities of principals in fostering the professional development of teachers and the performance of students. The study found that there was insufficient professional development for teachers, especially from the two counties. The study recommended that these principals ensure that teachers put the skills and knowledge they have acquired through in-service training into practice so that students will benefit. The report also recommended that enough teacher professional development be conducted so that students could benefit academically from receiving the skills required for their career objectives.

### **Influence of Principal's Motivation Scheme on Teacher's Performance**

In order to provide the favourable learning environment necessary for excellent student achievement, teachers' motivation is essential. It is maintained that a motivated teacher becomes more content and effective, which eventually has a favourable impact on pupils' academic progress. Worldwide, school administrations have developed plans or tactics for inspiring teachers. The management systems put in place by school principals to assist and supervise teachers are a prerequisite for effective teacher motivation. The relationship between staff and school administration is strongly impacted by teachers' motivation, as is the performance of their students.

In secondary schools in Malaysia, Ariffin, Abdullah, and Idris (2014) looked at motivational variables for teachers to adopt learning supervision. The survey found that several programs have been implemented to

inspire teachers. These included systematic reporting on learning supervision, training on learning supervision for the environment, extracurricular and academic activities, as well as support and encouragement. The study, however, did not show if these motivational strategies improved teachers' academic performance. The program was solely designed as a means of promoting intrinsic motivation; it did not offer ways to reward teachers. The purpose of this study was thus to ascertain the positive effects that principals' motivational schemes, including cash incentives, promotion, and recognition had on teachers' performance.

In a 2017 report, UNESCO-IICBA listed a number of programs aimed at motivating and supporting teachers in order to promote high-quality teaching and learning while also luring and keeping teachers in the field. This study found that low salary, an unpleasant workplace, an insufficient teacher-to-student ratio, a lack of in-service professional development, and other factors all contribute to the low motivation of African teachers. The report made several recommendations, including giving teachers a voice in educational decisions, professionalizing their status, offering the proper incentives, and providing new teachers with high-quality support.

Iliya & Ifeoma (2015) conducted a study on the methods used to motivate teachers in Nigeria. The study evaluated the challenges to teacher motivation, classic and current methods to teacher motivation, as well as strategies for influencing teacher motivation. Personal and professional growth was highlighted as the major intrinsic motivator in the study's findings. However, this study just examined the different motivational styles; it did not examine how they impact teachers' academic performance or their completion of the curriculum. In Uganda's Kween district secondary schools, Yegoh (2018) looked into how teachers' motivation affected their development. The study established that teachers were under motivated, which resulted in subpar performance. In favor of examining the role of government, the study neglected to consider how principals may motivate teachers.

Ondima, Mabeya, and Nyamasege (2014) investigated the effects of motivation on the performance of Kenyan teachers. The study concentrated on the effects of teacher awards, financial motivation, and non-financial motivation on performance. They proved that teacher performance was influenced by financial motivation, non-financial motivation, and teacher rewards. However, the study ignored the possibility that principals could motivate teachers to improve their performance and therefore this study took advantage of this knowledge gap.

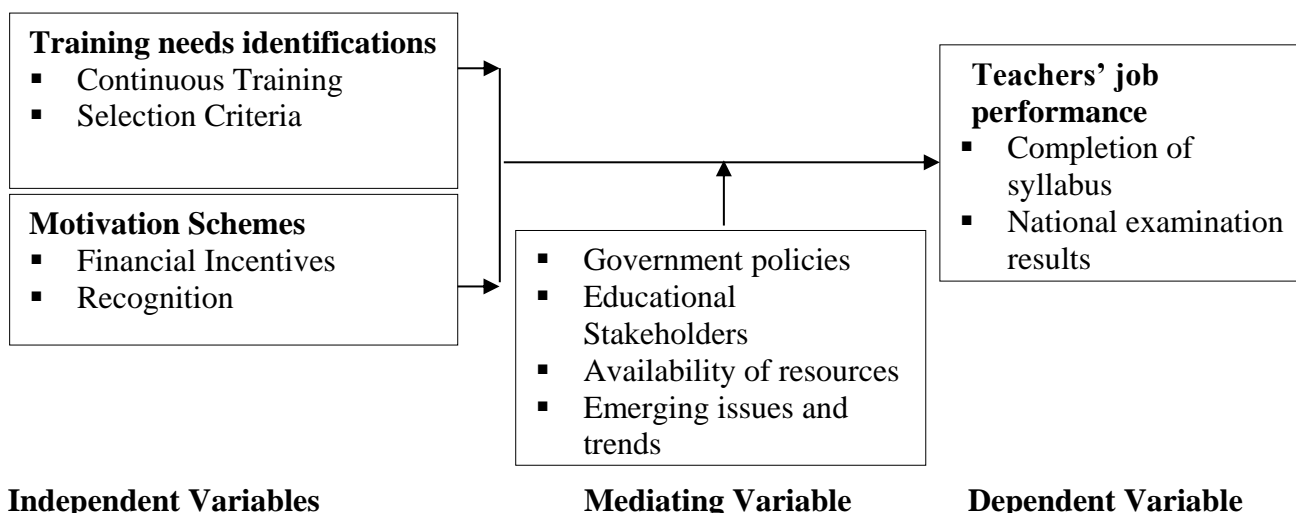
### **Summary and Gap Identification**

Most principals have deficient knowledge and skills for supervising teachers' professional development. There is also the low motivation of teachers, which leads to low performance. The previous studies reviewed failed to explore the role of head teachers in motivating teachers; however, they focused on the role of government. This study, therefore, focused on how principals can motivate teachers and keep their performances high; consequently, the study looked into the various means of promoting the professional development of these teachers.

Further, these studies were conducted in different countries and regions, and therefore the findings cannot be generalised to the Kenyan context because of the differences in the political and social environments where they were carried out. The reviewed literature generally identified the principal's management practices; however, no particular study focused on the influence of principals induced motivation schemes and professional development on teachers' performance. This research study sought to fill these knowledge gaps.

### **Conceptual Framework**

The pictorial representation of the conceptual framework provided the roadmap of the study. Figure 1 shows management practices and their impact on performance of teachers



**Figure 1: Conceptual Framework**  
**Source: (Researcher, 2021)**

Figure 1 displays teacher's job performance as the dependent variable as influenced by independent variables (principals' management practices) such as principals' teacher professional development and motivation schemes. The indicators of teacher performance included completion of syllabus and the KCSE results. The indicators of the independent variables include continuous training and opportunities for studies for professional development and financial incentives, recognition and promotion for motivation schemes. The intermediate variables consist of government policies, availability of resources and emerging trends that create a favourable learning environment for teachers to deliver.

## METHODOLOGY

**Research Design:** The research design used in the study was descriptive. This study measured the teachers' perceptions, behaviors, opinions, and attitudes without in any way influencing them; hence the descriptive research design was appropriate. The study employed the data collected to define the relationship between the variables using frequencies, percentages, and coefficients. The approach was time and cost-effective since it concentrated on collecting data from a carefully selected and representative sample.

**Location of the Study:** Bungoma North sub-county was picked as the area of study. In total, there were 214 secondary schools distributed throughout the entire Bungoma County's 9 sub-counties. The study area was picked as a result of below-average performance on the KCSE national examinations in the recent past, as reported by the Bungoma County Education Board in 2021. The variations in the national examination results recorded in Bungoma County and Bungoma North Sub-County made it a suitable area to research and afterwards ascertain the influence of principals' management practices on teacher professional development and motivation schemes on the performance of teachers in secondary schools.

**Target Population:** The target population of the study consisted of 27 secondary schools with a population of 27 principals and 710 teachers in Bungoma North Sub-County

**Table 1: Target Population**

Population Category	Target Population
Secondary Schools	27
Principals	27
Teachers	710
<b>Total</b>	<b>727</b>

**Source: Bungoma County Education Office (2022)**

**Sampling Techniques and procedure:** Purposive sampling was used to select 27 schools from Bungoma North Sub County out of the research area's 214 secondary schools. This research adopted Nassiuma's (2008) formula to obtain the overall size of the sample as follows.

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

Where:

n -Sample size

N- Population of Study

C- Coefficient of variation ( $21\% \leq C \leq 30\%$ ) and

e- Marginal error ( $2\% \leq e \leq 5\%$ )

Calculation of sample size

$$n = \frac{737*0.21^2}{0.21^2+(737-1)0.02^2} = 96 \text{ respondents}$$

**Table 2: Sample Size distribution**

Population Category	Target Population	Sample Size
Secondary Schools	27	
Principals	27	27
Teachers	710	69
<b>Total</b>	<b>737</b>	<b>96</b>

In this study, the heads of departments represented their teachers. Two teachers from each school were chosen with using purposeful sampling to obtain 54 teachers. To form a total of 69 teachers, the remaining 15 were chosen using random sampling.

**Pre-testing/Piloting Study:** To ascertain the validity and reliability of the instrument, a pilot study involving three secondary schools was conducted in Bungoma North Sub-county (Garson, 2016). This study employed 10% (8) of the questionnaires to collect data from 3 principals and 5 teachers using the test-retest approach, in accordance with Mugenda & Mugenda's (2012) claim that 1% to 10% of the questionnaires are sufficient for piloting. The pre-tested questionnaires were exposed to Cronbach Alpha where the two variables generated an average alpha coefficient of 0.785 which is above the 0.7 that is recommended by (Bonett & Wright, 2015) and therefore the survey tools were considered to be reliable.

## FINDINGS

The findings were presented in tables, graphs, and charts with percentages and absolute figures as analysed in SPSS version 24. The analysis tested the response rate, validity, and reliability of the survey tools. This is followed by an analysis of basic demographic characteristics of the teachers and principals including gender, age, experience, and level of education, and their contribution to principals' management practices and teacher performance. The general responses of the teachers were analysed using descriptive statistics while the relationship between the dependent and the independent variables was established using chi square and ANOVA test. The strength and direction of the relationship was finally measured using correlation, and regression analysis.

### Response Rate

A total of 69 questionnaires were distributed to teachers, and each of the 27 principals also received a questionnaire forming a sample size of 96 respondents. A response rate of 100% could not be attained due to factors outside the control of the researcher such as incomplete questionnaires and some teachers' and principals' resistance to taking part in the survey. As shown in table 3, 81 of the 96 respondents who received questionnaires

in full completed them resulting in a response rate of 85 %. This is a sufficient response rate because (Morton et al., 2018) considers a response rate of more than 50% sufficient for generalizing the findings.

**Table 3: Response rate**

	<b>Teachers</b>	<b>Principals</b>	<b>Total</b>	<b>Completion rate</b>
Target sample size	69	27	96	100 %
Incomplete Questionnaires	3	2	5	5 %
Unreturned Questionnaires	6	4	10	10 %
<b>Completed &amp; returned</b>	<b>60</b>	<b>21</b>	<b>81</b>	<b>85 %</b>

**Source: Field Survey Data, 2022**

### **Reliability Test**

The Cronbach Alpha was used to assess the reliability of the survey tools by evaluating their internal consistency. To ascertain whether the same results would be obtained if the same research was repeated under the same conditions, five items (questions) per variable were used. The Cronbach's Alpha coefficient results were interpreted using George and Mallery's (2003) thumb rules, which state that values above 0.9 are excellent, below 0.5 are unacceptable, and values between 0.6 and 0.7 are acceptable. According to Gliem & Gliem (2003), the greater the significance of the items' pretested internal consistency, the closer Cronbach's Alpha's coefficient is to 1.0.

The principal's management practices on teacher professional development had an alpha coefficient of 0.735, and the extent to which the principal's management practices on motivation strategies influence teacher performance produced an alpha coefficient of 0.835. The alpha coefficient for the impact of the principal's management practices on teacher professional growth on teacher performance was 0.735. The survey was reliable because the two variables produced an average alpha coefficient of 0.790, which is higher than the 0.7 recommended by (Bonett & Wright, 2015).

### **Descriptive statistics on professional development**

From the findings, 40.5% of the teachers believe that their principals have established efficient systems for their professional growth and training, which has helped them to perform better. A little more than half of the teachers (53.2%) said that professional development improves their performance. Majority (68.1%) of the teachers reported improved performance as a result of on-going training. A little more than half of the teachers (51.1%) believe that the professional development and training programs implemented at the school are regular, well-organized, and tailored to the needs of the teachers thereby improving their performance. About half (48.3%) of the teachers felt that their areas of weakness were specifically addressed by the training and career development programs at the schools, while 31.6% felt that these programs did not necessarily meet their career needs. This shows that the training and professional development programs have only partially addressed the unique career needs of teachers.

The overall mean and standard deviation of all the professional development statements were 3.522 and 1.332, respectively, with the majority (52.24%) of the teachers agreeing with them. This suggests that professional development is important for improving teacher performance in the opinion of the majority of teachers because it gives them the skills necessary to deal with educational dynamics. For instance, compared to when they first joined their school, 30.7% of teachers who receive professional development and training from their principals and only 8.5% of those who do not stated that their performance level had increased. The study echoes the findings of Watene et al., (2020) which identified a connection between academic performance and career development opportunities for teachers. In their study, 83 % of the sampled teachers stated that an opportunity to advance their education equips them with the relevant knowledge and skills that facilitate better performance



**Table 4: Responses on professional development**

Statement	Agree (SA+A)	Disagree (SD+D)	Mean	STD DEV
There is an effective professional development and training program for the teachers in the school	40.5 %	27.6 %	3.354	1.325
Training and needs identification at the school enables me perform better	53.2 %	21.3 %	3.563	1.234
Continuous training of the teachers boosts my performance	68.1 %	14.9 %	3.784	1.201
Training and professional development programs at the school are regular and well planned	51.1 %	23.4 %	3.465	1.376
My areas of weakness are specifically addressed through training and career opportunities	48.3 %	31.6 %	3.143	1.523
<b>Average</b>	<b>52.24 %</b>	<b>23.76 %</b>	<b>3.522</b>	<b>1.332</b>

Source: Field Survey Data, 2022

### Professional development and teacher performance

An analysis of variance on teachers' professional development and teacher performance as shown on table 4 indicates that teachers' professional development contributed significantly to teacher performance ( $f = 1.424, p = .024$ ) at a 95 % confidence level. Thus there was enough statistical evidence to suggest that improved teacher performance was a result of teacher's professional development with teachers whose principals had provided opportunities for career development performing better ( $M = 4.75, SD = .500$ ) compared to those whose principals had not ( $M = 4.23, SD = .725$ ). The variations in the means indicate that the likelihood of a teacher performing better was higher among teachers who had access to professional development opportunities compared to those who did not. This mirrors (Richard and Belanger, 2018) finding that opportunities for career development initiated by principals have the potential of improving their performance.

**Table 5: ANOVA test for professional development and teacher performance**

ANOVA						
<i>Teacher professional development / Teacher performance</i>						
	Sum of Squares	df	Mean Square	F	Sig.	
Regression	2.642	4	.661	1.424	.024	
Residual	18.558	40	.464			
Total	26.400	44				

a. Dependent Variable: *Teacher performance*

b. Predictors : *Teacher professional development*

Source: Field Survey Data, 2022

### Descriptive statistics on Motivation schemes

From the findings, about 60 % of the teachers feel motivated by their principals to perform better. Almost half of the teachers (46.8 %) acknowledged that there are effective financial incentives, job promotion opportunities, and credits for good performance that encourage teachers to work hard. Specifically, financial incentives to teachers were acknowledged by 58.6 % of the teachers as a way of motivating teachers to deliver. This reflects the findings of (Sajid et al., 2022) that despite improving the performance of more male teachers compared to female ones, teacher motivation generally improves the performance of teachers by contributing to about 25 % of the changes in performance. Opportunities for promotion within the school have motivated 63.8 % of the teachers to work harder and improve their performance. Recognition for exceptional achievement boosted the performance of 67.5% of teachers.

The aggregate mean and standard deviation of 3.530 and 1.172 respectively indicating that majority of the teachers (59.26 %) acknowledge the role of motivation schemes in boosting teacher performance. This shows that motivation schemes are essential in enhancing teacher performance through encouraging them to do

their best, encouraging healthy competition and boosting their morale. For instance, at the time of research, 33.4 % of the teachers who were motivated by the administration through promotion and other financial incentives, and only 16.7 % of those were not indicated that they only needed less than a term to cover the syllabus. This concedes with the observation made by (Nyakundi, 2018) that motivation schemes specifically financial incentives and fairness in teacher promotion system have significantly improved the performance of 67 % and 57 % of the sampled teachers respectively. Majority of the teachers (53%) also indicated that they are not contented with their pay compared their contribution thus affecting their performance

**Table 6: Responses on motivation schemes**

Statement	Agree (SA+A)	Disagree (SD+D)	Mean	STD DEV
I am usually motivated by the principal to perform better	59.6 %	14.9 %	3.462	1.307
There are effective financial incentives, promotions and credits for outstanding performance in place at the school that encourage teachers to work harder.	46.8 %	21.3 %	3.385	1.103
The school provides financial incentives to teachers that help them deliver excellent results	58.6 %	23.4 %	3.265	1.211
Opportunities for promotions within the school motivates me to work hard	63.8 %	32.0 %	3.685	1.234
Being recognized for outstanding performance is key in improving my performance at the school	67.5 %	19.4 %	3.852	1.004
<b>Average</b>	<b>59.26</b>	<b>22.2 %</b>	<b>3.530</b>	<b>1.172</b>

Source: Field Survey Data, 2022

### Principal's motivation schemes and teacher performance

An analysis of variance on the principal's motivation schemes and teacher performance as shown on table 7 indicated that the principal's motivation schemes contributed significantly to teacher performance ( $f = 1.967$ ,  $p = .019$ ) at a 95 % confidence level. Thus there was enough statistical evidence to suggest that improved teacher performance was a result of principal's motivation schemes with teachers who were constantly motivated by their principals performing better ( $M = 4.18$ ,  $SD = .548$ ) compared to those whose principals did not ( $M = 3.81$ ,  $SD = .601$ ). The variation in means shows that the likelihood of a teacher performing better was higher among teachers who were constantly motivated by their principal compared to those who were not. This reflects Iliya & Ifeoma (2015) comment that improved performance is a reward for teacher motivation.

**Table 7: ANOVA test for motivation schemes and teacher performance**

ANOVA					
Motivation schemes/teacher performance	Sum of Squares	df	Mean Square	F	Sig.
Regression	3.551	4	.888	1.967	.019
Residual	17.608	39	.451		
Total	21.159	43			

a. Dependent Variable: Teacher performance

b. Predictors: Motivation schemes

Source: Field Survey Data, 2022

### Correlation Analysis Results

The study sought to identify whether there was a correlation between teacher performance and principal management practices (Professional development and Motivation schemes) and how strong or significant was the correlation. The results were summarized in Table 8.

**Table 8: Correlation Matrix**

		Teacher performance	Professional development	Motivation schemes
Teacher performance	Pearson Correlation Sig. (2-tailed)	1		
Professional development	Pearson Correlation Sig. (2-tailed)	.665**	1	
Motivation schemes	Pearson Correlation Sig. (2-tailed)	.689**	.356*	1
N		81	81	81

*Source: Field Survey Data, 2022*

The correlation analysis results indicated a strong positive relationship between the dependent variables and the independent variables. There was also a strong positive relationship between teacher performance and teacher professional development ( $r = .665$ ,  $p = .024$ ) and the more the teachers advanced in their careers, the better they performed. Motivation schemes and teacher performance had a strong positive relationship ( $r = .689$ ,  $p = .019$ ) with teacher performance improving with an increase in motivation.

### Multiple Regression Analysis Results Regression

The research sought to establish a supported relationship between teacher performance (Y) and principal management practices (X) (Professional development and Motivation schemes). The results were as shown in the model summary in table 9.

**Table 9: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.789a	0.416	0.530	1.406

a. Independent variables: (Constant): X1, X2, X3, and X4

*Source: Field Survey Data, 2022*

As indicated in the model summary, there was enough statistical evidence to show that improved teacher performance was a result of the two principal's management practices. The analysis shows that the principal's management practices (Professional development, and Motivation schemes) account for 41.6 % of teachers' performance ( $R^2 = 0.416$ ). This also suggests that 58.4 % of teacher performance is caused by other factors that are not related to the principal's management practices. According to most principals, their contribution to teacher performance is slightly significant. In their view, other factors that influence teacher performance are largely dependent on teachers' attributes such as attitude, behavior, personal motivation, and their relationship with the students. These attributes could explain part of the 58.4 % of teacher performance that could not be explained by the two principal's management practices.

### Regression Coefficients

The constant value (0.304) as shown in table 10 is greater than (0.05 alpha values) and therefore insignificant. This resulted in to use of the standardized beta coefficient values instead of the unstandardized ones to determine the statistical relationship between the dependent and independent variables.

**Table 10: Regression of Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta ( $\beta$ )		
1	(Constant)	0.304	.462		3.222	.006
	(Professional development)	.372	.109	.387	1.396	.024
	(Motivation schemes)	.413	.086	.467	.912	.019

a. Dependent Variable: Teacher performance

*Source: Field Survey Data, 2022*

As shown in table 10, Professional development generated a standardized beta coefficient of ( $\beta_1 = .387$ ,  $P = .024$ ) implying that an increase in professional development by a single unit will lead to an increase of 0.387 units in teacher performance. Motivation schemes generated a standardized beta coefficient of ( $\beta_2 = .467$ ,  $P = .024$ ) implying that an increase in motivation schemes by a single unit will lead to an increase of 0.467 units in teacher performance. Cumulatively, the aggregate standardized beta value of 0.424 suggests that an increase in the two principal management practices by a single unit will result in an increase in teacher performance by 0.424 units. The model below can thus be used to calculate and predict teacher performance based on the two management practices applied by the principals.

$$Y = \beta_1 * X_1 + \beta_2 * X_2 + \varepsilon$$

Where:

Y= Teacher Performance

$\beta_1$ , and  $\beta_2$  = Standardized Beta coefficients

X1= Professional development

X2 = Motivation schemes

$\varepsilon$  = Standard Error

**Therefore:**

*Teacher performance =*

*(0.387 \* Professional development + 0.467 \* Motivation schemes) + 0.05*

## **CUNCLUSION AND RECOMMENDATION**

The majority of the teachers believe that having access to professional development opportunities significantly improves their performance, with a mean and standard deviation of 3.522 and 1.332 respectively. The findings also suggested that management and teachers should consult one another regarding training and professional development. This is due to the fact that about 30% of the teachers believe that their school's professional development and training opportunities do not directly address their career needs and areas of weakness. The consultation will close the gap between what the administration is providing to fill this need and what the teachers need. Additionally, some teachers believe that professional development and training initiatives within their schools ought to be more routine and thoughtfully planned.

The majority of teachers believe that the motivational programs offered by their schools help them perform better, with mean and standard deviation values of 3.330 and 1.172, respectively. According to majority of the teachers, financial incentives and promotions have proven to be the most effective forms of motivation. Some teachers assert that motivation extends beyond rewards and promotions, though. In their view, motivation can be as straightforward as receiving praise from the teachers for doing an excellent job. This demonstrates that a school's financial limitations should not be the main obstacle to a principal's ability to maintain teacher motivation.

The data showed that the principal's management practices (professional development and motivation schemes) are successful in improving teacher performance. The study has also identified a number of gaps that the principals must fill when implementing these management practices. An enabling environment characterized by teachers' behaviors, attitudes, and proper coordination among all the stakeholders (teachers, students, administration, and parents) is required for these management practices to be effective.

Some teachers believe that the professional development opportunities offered are insufficient, sporadic, poorly organized, and unable to satisfy their needs. This requires school administrations to consult with teachers about their professional development needs in order to create professional development programs that meet all of their requirements.

Most of the principals considered motivation and support to be solely financial or promotion opportunities, which limited schools with limited resources. The principals should therefore concentrate on simple motivational strategies like rewarding good work. If used effectively, simple motivation initiatives, as advised by UNESCO (2017), can promote high-quality teaching and learning while also drawing and keeping teachers to the field.

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