

INFLUENCE OF PRINCIPALS' RESPONSIBILITIES DELEGATION AND FEEDBACK PROVISION ON TEACHERS' WORK PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA

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ABSTRACT

There is low motivation among the teachers in public secondary schools in Githunguri Sub-County. This has directly impacted their work performance especially in the quality of service delivery to learners. Motivation is a human resource management strategy that can be utilized to improve the work performance of employees. In the education sector, school principal is utilized this strategy to increase teachers' output. Consequently, the goal of this research was to explore how principals' motivation strategies influence 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. The specific objectives of the study were: 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. The study was anchored the Herzberg's Two-Factor Theory of Motivation. The study employed a descriptive research design and targets to gather information from a sample of 180 participants who were teachers and principals using stratified and simple random sampling methods. The primary research tool was the questionnaire, which was used to gather quantitative data. The Statistical Package for Social Sciences, Version 25, was utilized to evaluate the data into descriptive and correlational statistics. Descriptive statistics were analyzed into measures of

central tendencies such as percentages, frequencies, means and measures of dispersion such as standard deviations. The study also employed Pearson's Product Moment Correlation Model and a linear regression model to test the direction, strength and predict the association among the dependent and the independent variable of the study. The findings of the analysis were presented in form of tables, and graphs while qualitative data gathered from focused group discussions were shown using thematic analysis and holistic description. The study ensured that ethical considerations were upheld so that the findings were credible. The findings revealed that delegation of duties to teachers and principal's prompt feedback have an impact on teachers' job performance. The significance of these factors is indicated by the p-values of 0.037 and 0.032 which are less than 0.05, implying a statistically significant relationship. The study concludes that delegation of duties to teachers, and principal's prompt feedback positively influence teachers' job performance, as the observed relationships are statistically significant. The findings revealed that delegation of duties to teachers has motivated them to work harder. Prompt feedback from the principal provides teachers with clear guidance on their performance, highlighting strengths and areas for improvement.

Key terms: Principal's management, Employee Performance, Financial incentives, Motivation strategies, Intrinsic motivation, Job satisfaction.

INTRODUCTION

Motivation is a human resource management core function that ensures employees are satisfied at the work place which in effect improves their productivity or work performance. It plays a catalytic responsibility in ensuring the victory of any organization or institution. Motivation has been defined by Dugguh (2014) as the driving factor behind behavior, both inside and outside of the individual. James and Stoner (2009) view motivation as a person's psychological traits that support their will to accomplish an objective. Motivation is therefore a personal goal-directed behaviour in form of a passion and readiness to put in effort to reach predetermined objectives (Beach, 2005).

Motivation inspires employees to do more for the organization thereby achieving better organizational results. Motivation intrinsically jolts the human capital into motion thus improving work efficiency and effectiveness (Olusola & Addeh, 2021). According to Oyolla (2021), motivation is a work enhancement strategy that has been employed by employers since the industrial age to stimulate the working experience of the employees to a level of self-satisfaction. It is therefore instructive that every employer or manager understands how and when to apply this human resource management strategy. Khin and Htut (2018) define teacher motivation as the teachers' motivation and disposition to work in the classroom and take part in instructional activities. There are two types of motivation; intrinsic motivation is derived from a person or the activity being done. In teaching for example, some teachers derive enjoyment in the very act of dissemination of knowledge, career development or even transforming learners to be better people later in life. Extrinsic motivation depends on outside forces to fulfill people's desires to perform tasks for practical or other purposes, such as getting paid for a job well done. (Norida, Olurotimi, Shonubi et al, 2016). For instance, when the school principals reward or recognize teachers' effort towards good performance, then this is extrinsic motivation. But in a situation where the teacher goes an extra mile to assist learners achieve their targets without any extra pay or reward, then this is intrinsic motivation (Norida et al, 2016).

The school principal or head is the cog in the wheel of the execution of the school studies and other programmes. The achievement or lack of it in a institution is highly dependent of the management and leadership by the school principal (Okwatsa, 2021). According to the TSC Policy on Career Progression Guidelines for Teachers (2018), As the "lead educator" and the accounting officer, the school principal is in charge of the institution's day-to-day operations. Additionally, s/he is in charge of creating and carrying out the institution's curriculum activities, policies, programs, and education plans (TSC, 2018). The principal is therefore in command of the physical amenities and infrastructure of the school, the welfare of together the staff (both non-teaching and teaching) and that of the students. In order for the effective and efficient implementation of the school programs, the principal ought to collaborate closely with the educators, through provision of a conducive working environment. The principal, as an education manager, can therefore enhance quality learning of students through the motivation

of teachers (Khin & Htut, 2018). In spite of low occupancy and marginal growth in industry firms over the years, the number of sellable hotel rooms in the nation has been steadily increasing, indicating that demand is outstripping supply, according to a local report by Cytonn Real Estate (2017). The hotel occupancy rate in Kenya is 33%, as reported in a Kenya National Bureau of Statistics (KNBS) report from 2021. This is higher than the 65% average for European and US markets and lower than the 59% average for other African nations. Tourism revenue fell by 43.9% in 2020 compared to the previous year, from KSh163.6 billion to KSh91.7 billion, as a result of this. The tourism and hotel industries need to be reorganized in order to recognize their opportunities, threats, and weaknesses in addition to their strengths and weaknesses, claim Muragu, Nyadera, and Mbugua (2021). In order to guarantee a speedy recovery and enhance hotel turnaround strategies, the hospitality sector must implement strict regulations, claim Dimitrios, Christos, Loannis, and Vassiliadis (2023).

Teacher work performance is a concept that is not restricted to the academic results of the learners but rather it encompasses the wider aspects of the level to which a teacher is able to finish her or his set targets grounded on the potentials of the school and duties and responsibilities assigned to such a teacher. According to Sumarjo and Muhammad (2021), a teacher's work performance should be judged holistically on many facets such as commitment to teaching tasks, learners' academic performance, collaboration with all school members, responsibility for their duties, mastery and development of learning materials, and handling of issues affecting students such as discipline cases. Adolph (2021) adds that teacher work performance also incorporates the supervision of learner activities, the quality and frequency of learner assessment and the organizing formal documentation, utilization of class time and the levels of teacher absenteeism.

In the school setting, delegation is the distribution of duties, responsibilities, authority, and tasks among educators to act on behalf of the principal or head teacher. Some of the areas where delegation can be done in a school include: administrative positions, class teachers, education assistants, task allocation, assigning responsibilities, preparation of school documents, representing the principal in some matters outside the school, constituting committee such as discipline and academic and attending to stakeholders such as parents on behalf of the principal (Hanaysha & Tahir, 2016). An empirical study conducted by Manundu, Mulwa and Mwanza (2022) in County of Nairobi, Kenya on the role of delegation in teacher motivation found out that 91% of teachers and 100% principals concurred that assigning tasks to others gives teachers the chance to advance and learn new skills. This case will seek to find out the level to which the principals in Githunguri sub-county delegate some responsibilities to the teachers and the impact this has on their job performance.

Provision of feedback by the principal to the teachers helps in improving the work performance of teachers. According to Cioca and Gifford (2022) feedback can take two forms: objective and subjective. Objective feedback is feedback that has a clearly visible output, for example, the number of minutes a teacher spends in class; whereas subjective feedback is based on an evaluation made by superior rating a subordinate at the end of the year. According to Kihama and Wainaina (2019), school principals who provide prompt feedback to their teachers help the

teachers to strengthen their individual development for better future performance. Feedback can either be on personal or professional matters.

Statement of the Problem

Proper motivation of teachers will boost their work performance because the teachers will feel that they are achieving both institutional and personal goals. Motivated teachers will discharge their curricular and co-curriculum duties satisfactorily. The school principals therefore have a daunting task of creating and putting into practice plans that will keep the teachers motivated and satisfied in their jobs. The professional conduct requirements for teachers have been declining, and teacher productivity with teachers devoting less and less time to co-curriculum activities (SCDE, 2022). This situation could have been necessitated by a number of factors, teacher motivation being one of them. The school principals may not be motivating teachers adequately or they could be using inappropriate motivation strategies. Failure to effectively motivate teachers may lead to students not accessing good academic outcomes and other non-academic opportunities.

Previous studies conducted in Githunguri Sub-county focused on effect of teacher appraisal on their performance (Kamau, Bula & Oringo, 2018); the effect of primary head teachers' methods of supervision on students' academic achievement (Njoroge, Mbugua & Thinguri, 2014) and on administrative and social variables' effects on teachers' job satisfaction (Macharia, 2018). These studies did not address the subject of teacher motivation and the influence it has on teacher work performance. This constitutes the knowledge gap that our research aims to close. Hence, this study aimed at establishing the teacher motivational strategies that school principals can institute and how these strategies influenced the work performance of teachers in public secondary schools in Githunguri Sub-County, Kiambu County.

Purpose of the Study

The aim of this study was to investigate how principals' motivation approach influence 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.

Specific Objectives

The study was channeled by the following specific objectives:

- i. To determine the extent to which principals' delegation of responsibilities to teachers influences their work performance.
- ii. To investigate how the principals' provision of prompt feedback to teachers influence their work performance.

LITERATURE REVIEW

Herzberg's Two-Factor Theory of Motivation

The theory, Two-Factor Theory of Motivation which was formulated by Frederick Herzberg (1959). Mausner and Snyderman's conducted studies to establish elements that influence whether employees are happy or not with their jobs. The study revealed that there are some factors that result in the drive of workers when they're present and other issues that drive to the displeasure of employees when absent. The factors were referred to as the Hygiene Factors and the Motivator Factors. The hypothesis suggests that "No Satisfaction" is the opposite of "Satisfaction," and "No Dissatisfaction" is the opposite of "Dissatisfaction."

The Hygiene Factors, when in place lead to general satisfaction while at the same time preventing dissatisfaction. When present at work, these elements calm workers and prevent them from becoming dissatisfied. The needs that an employee desires and anticipates being met are the hygiene factors. Hygiene Factors are all to do with the institution's policy and the administration, interpersonal relationship and supervisory styles. These policies bordered on the working hours, breaks, leaves, and even the dress code. Other factors include salaries and other financial benefits- the salary should be reasonable; fringe benefits such as medical insurance and welfare programmes; job security; physical Workplaces should be secure, orderly, and sanitary.; and interpersonal relations-how the employee relates with fellow employees. There should be not harassment, conflict or humiliation of any employee (Andala, & Esdras, 2021). This theory, however, postulates that hygiene components are necessary for motivation at work, they do not result in long-term positive satisfaction (Herzberg, 1959).

On the other hand, the Motivator Factors, are met, people become highly motivated, satisfied, and devoted. These factors are concerned with the actual job context or the set task that an employee has to accomplish. The motivator factors are inherent to the work itself and can yield positive satisfaction because they motivate an employee for a greater performance. The motivator factors, also titled satisfiers, are the psychological needs which the employees find them as intrinsically rewarding. Such factors comprise appreciation-employee ought to be acknowledged and honored by the seniors whenever they make meaningful accomplishments; promotion-there should be a sense of upward mobility; opportunity for personal growth or advancement/sense of personal achievement; responsibility- Workers should feel that their work is relevant, demanding, and exciting in order to become highly motivated. Managers should allow employees to take ownership of their work and decrease control while maintaining accountability (Andala & Esdras, 2021).

This approach is important to this survey because it describes the factors which are satisfiers and dissatisfies in the teaching profession. Satisfier (motivator) factors should be enhanced because they increase the level of motivation and commitment of teachers at their work stations while dissatisfier (hygiene) factors should be addressed because they can lead to dissatisfaction of the teachers if absent. The school principals and the teachers' employer should confirm that all the hygiene factors are available. The principals should ensure that teachers get incentives and other fringe benefits so that they are not dissatisfied at the workplace. Benefits such as meals and free or highly subsidized accommodation can motivate teachers to be more

productive. Free meals make teachers to concentrate on their main duty of teaching hence improving their productivity (Oyolla, 2021). Further, principals should make sure that educators work in a safe and clean environment free from any form of physical or psychological harassment.

However, Oyolla (2021) opines that the institution principals should highlight more on the motivational factors such as personal progress for teachers by sponsoring workshops for them and through recognition either verbally or in written form. Motivator factors will stimulate teachers to work harder and better because they will find their job very rewarding. Further, in order to motivate the teachers, the school principals can assign greater responsibility to some teachers while at the same time improve the quality of the work experience for the individual teachers (Mutua, 2015). Incredibly driven and content teachers creates a great physical and social learning environment within and outside the classroom.

Empirical Literature Review

Relationship between Delegation of Responsibilities to Teachers and Work Performance

Delegation is giving someone else the authority to carry out a task on your behalf. Hubbard (2016) states that delegation is the process through which a leader transfers tasks, responsibilities, and power to a subordinate with the intention of holding the latter accountable for the work's outcome. Delegation helps the management to make most of the time while empowering and building the confidence and trust of the subordinates to undertake some tasks. Yasmeen and Muhammad, (2016) aver that delegation makes young staff have a sense a pride and therefore they become more responsible and committed to their work. The scholar adds that delegation also enhances organizational flexibility because not every issue or problem is reported to a central body for decision-making. Moreover, delegation leads to empowerment of the junior staff as they are given freedom to contribute ideas and provide solutions to challenges they encounter. This becomes a source of motivation to such employees as they no longer feel underutilized (Yasmeen & Muhammad, 2016).

In Cameroon, Kongnyuy (2020) did a research on function of delegation of authority in secondary school management. A small number of carefully chosen secondary schools in the Division of Mezam and the Sub Division of Bamenda III (Cameroon) were the subject of the research. The descriptive design was utilized for the research. 78 respondents provided the data, which was gathered using a straightforward random sample method. The findings demonstrated that, by stimulating teachers to create fresh, cutting-edge teaching strategies, delegation improves the school management system. Additionally, it strengthens the teachers' dedication to their jobs. The study recommended that all schools should involve their teachers more in the management of the schools because delegation is a motivational factor.

Akulo and Etoru (2020) did a survey on delegation and job satisfaction of primary school teachers in Uganda. This study set out to evaluate how primary school teachers' job satisfaction was affected by delegating. The research had a sample of 82 participants and utilized a cross-sectional design. The outcomes uncovered that there was a significant positive association ($r =$

0.743) between work delegation and work satisfaction. The research recommended that heads should allocate more tasks to teachers so as to empower them. From this study, it is very evident that delegation is a motivational factor to teachers, a practice that can should be adopted by schools.

A research by Undiyaundeye (2020) examined how secondary school administration in Nigeria's Cross River State was affected by the delegatory functions of principals. According to the report, most principals assigned some of their duties to teachers, especially when it came to managing student affairs. The research recommended that all schools principals should strive to delegate more responsibilities for the smooth running of schools in the region (Undiyaundeye & Julius, 2020).

Locally, researches have been done on the role of delegation in teacher motivation. Ochieng, Adhiambo, and Yambo (2019) studied on principals' delegation practices on management of public secondary school in Rachuonyo South sub-county. The research embraced a descriptive research approach. In this research, simple random sampling method was utilized to choose the sample of 400 respondents. The survey uncovered that principals preferred to delegate duties during staff meetings though at times they used notices. The level of delegation was found to be limited. Therefore, the research recommended that school principals should undergo a training on the importance of delegation in management of schools.

In Kenya, Aceke, Kimiti, and Muola (2017) did a research on the factors impacting the delegation of tasks and responsibilities in secondary school administration in Embu County. The research aim was to ascertain how teachers' attitudes and workloads affected the distribution of tasks and duties in the management of the local secondary schools. The study selected 133 respondents at random, 35 of whom were principals, using simple and convenient random selection techniques. The questionnaire served as the primary study instrument for gathering data. The study's findings demonstrated how the attitudes of principals and teachers affected the distribution of responsibilities, with the majority of respondents endorsing the efforts for delegation that are being used in classrooms.

According to a study by Aceke, Kimiti, and Muola (2017), the workload that teachers today have affects how effectively and efficiently they are able to assign duties and responsibilities. Those with a higher work load felt that delegated duties were like an extra burden placed on their shoulders unlike those teachers with less workload. The research recommended that that secondary school principals develop a policy on workload and delegation because it affects how well services are provided. They should also deal with the issue of teachers' attitudes regarding assigning work and obligations to others.

This section has explored in details how delegation of responsibilities can lead to teacher motivation. Studies have been done in other areas such as in Uganda, Embu and Rachuonyo Sub-county but not in Githunguri sub-county. Therefore, there is a knowledge gap that this study has filled by revealing that principals' delegation of some of their duties to teachers

affects the latter's work motivation. This finding has provided empirical data on the importance of delegation in school management.

Relationship between 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 MartinezJerez, (2017) evaluation should be specific so that it can help elaborate on various elements of the task. Such feedback will help improve the productivity of the employee. The feedback given to the employees should be correct and complete, objective and bias-free, fair by applying the same standards to all the employees. Marie (2020) observes that organizations spend considerable resources annually on performance evaluations of their staff. Each employee should be evaluated individually on his or her performance levels without referring to other employees. The outcome of this evaluation should be communicated back to the employee in a timely manner as the feedback of the evaluation.

Research has been done on how employee performance is affected by feedback. Sofie (2016) did a study in Sweden on the impact of prompt feedback on employee behavior, motivation, and performance. The research sought to determine how positive and constructive feedback can lead to better work performance. The study interviewed two sales managers and forty employees working under them with a bid to establish how the communication feedback strategy affect the employees' motivation and performance. The study established that employees preferred quick feedback, both positive and constructive feedback. The findings further showed that feedback is most impactful when it is quick but personalized face-to-face feedback (Sofie, 2016).

A research on the impact of performance appraisal feedback on worker productivity was carried out by Kihama and Wainaina (2019) in a water and sewerage corporation located in Kiambu County, Kenya. A descriptive research approach, 300 respondents, and stratified random sampling was utilized in the research. SPSS was then utilized to analyze the data and produce statistical data that was both descriptive and inferential. The results demonstrated that managers provided their staff with feedback that aided in their personal development and improved performance going forward. The study suggests that organizations ought to have a formalized

procedure in place for handling employee feedback. A research done at Kenya Forestry Research Institute by Ochieng (2022) on the impact of feedback systems performance on worker performance showed that feedback frequency and system had a favorable and significant impact on worker performance.

Kareithi (2018) researched to examine how secondary school teachers' performance is affected by performance rating systems. The study sought to ascertain whether performance feedback procedures had a favorable or unfavorable effect on secondary school performance in the region. The research embraced a descriptive design and utilized a stratified random sample technique to gather data from 192 individuals. A questionnaire was utilized to gather the data, and analyzed by SPSS version 21 to produce descriptive and correlation statistics. The outcomes uncovered that there was a significant and favorable correlation ($P = 0.279$) between the principal's input and the work performance of the teachers. According to the survey, principals ought to give teachers timely and frequent feedback.

This part has reviewed literature on how the provision of prompt feedback by the principal can motivate teachers to improve in their work performance. Feedback can be in many forms such as after an appraisal process. Studies on this objective have been conducted in Sweden, Japan and Kirinyaga West Sub-County among other countries and areas but not Githunguri sub-county. Therefore, there is a knowledge gap that this study has bridged on this objective of study. Notably, this study has provided empirical findings regarding how school principals in Githunguri sub-county can motivate teachers by giving them prompt feedback.

Conceptual Framework

Figure 1 shows the study's conceptual framework which shows the interrelation between the independent variable and the dependent variable.

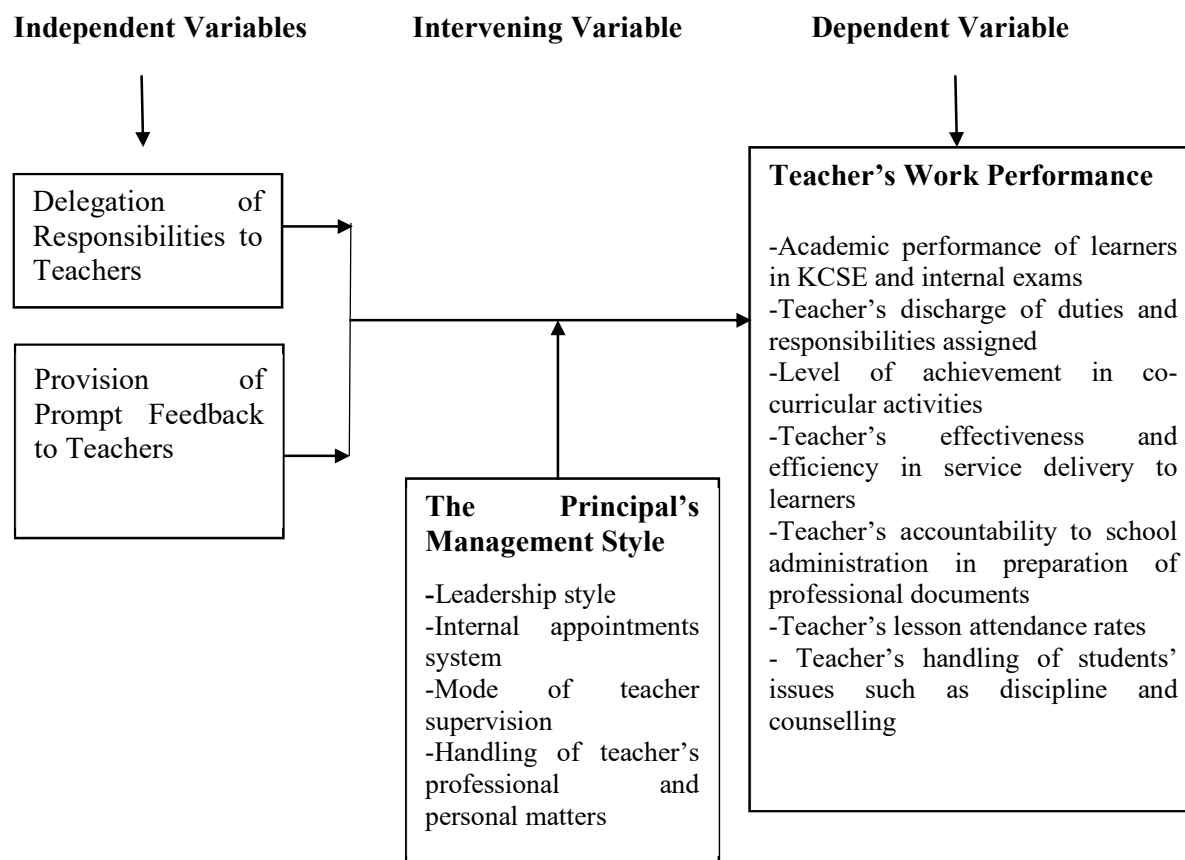


Figure 1.1: Conceptual Framework
Source: Researcher, (2024)

RESEARCH METHODOLOGY

The research adopted descriptive research design. This study collected quantitative and qualitative data from teachers and principals working in Githunguri Sub-County within Kiambu County. There were a total of 1338 respondents involved as target population (37 principals and 1301 teachers) in Githunguri Sub-County, Kiambu County. In order to inform the study's findings, stratified random sampling was employed to sample 22 principals and simple random sampling technique to choose 158 teachers as sample. Primary and secondary data were both gathered for this research. Questionnaires were utilized to gather primary data, and secondary data were also gathered from Ministry of Education and Teachers Service Commission Reports and other published materials. The study conducted a pilot study in three (3) public secondary schools in the sub-county. In order to achieve validity, the study instruments were reviewed and evaluated by the research supervisor who offered advice on the suitability and credibility of the research items. The reliability of the instruments was determined through testing and re-testing which was done in three (3) secondary schools in the neighbouring Kiambu Sub-county. Pearson's Product Moment Correlation Model and a linear regression model were also utilized. The analysis's results were displayed as tables and graphs, and the qualitative information from the focus groups' discussions were analyzed holistically

and thematically. The study ensured that ethical considerations were upheld so that the findings were credible.

Results and Discussion

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.

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.

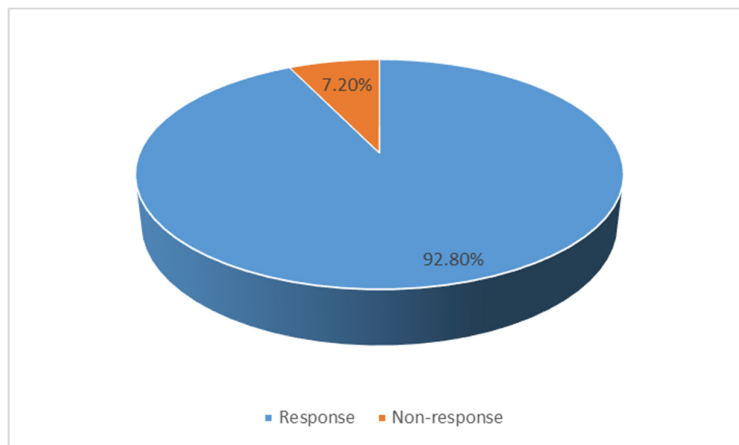


Figure 4.1 Response Rate

Source: Field Data (2024)

Demographic Information of Respondents

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

Respondents' Gender

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

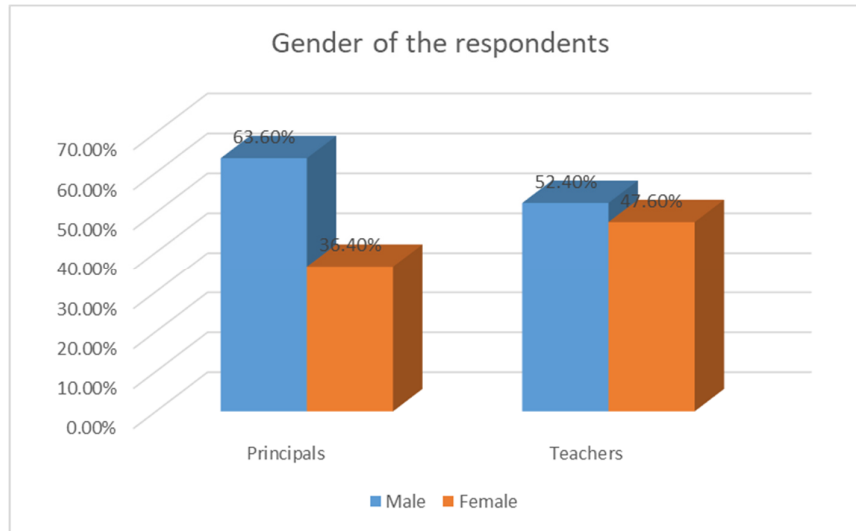


Figure 4.1 Distribution of Principals and Teachers by their Gender

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.

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 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).

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.

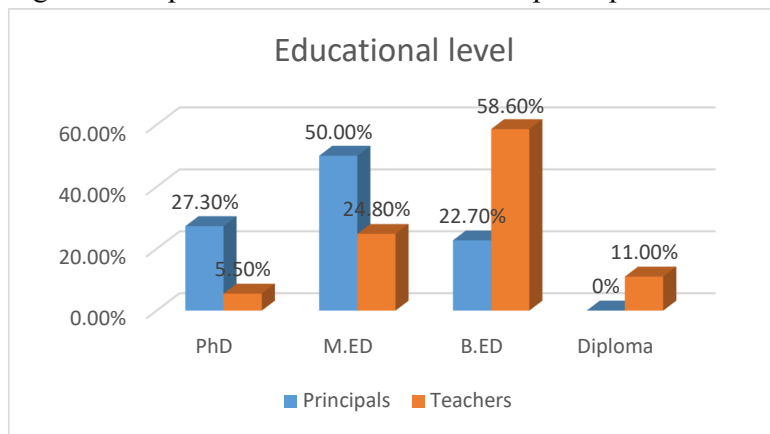


Figure 4.2 Distribution of Principals and Teachers by Professional Qualification

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).

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.

**Delegation of Duties to Teachers and Work Performance
Principals and Teachers’ Opinion on the Extent to Which Delegation of Duties to Teachers Influenced Work Performance**

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

Table 4.3 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 4.3 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.

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

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

Table 4.4 Principals and Teachers' level of Agreement on Delegation of Duties to Teachers Influenced Work Performance

Respondents	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	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%)
Principals					
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 4.4 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 4.9).

Table 4.5 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
Sig. (2-tailed)		.036
N	167	167
Pearson Correlation	.715	1
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.

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

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

Table 4.6 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 4.6 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.

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

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

Table: 4.7 Teachers’ and Principals’ Level of Agreement on Influence of Principal’s Prompt Feedback on Teachers’ Work Performance

Respondents	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	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%)
Principals					
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 4.7 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 4.11 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 4.12).

Table 4.8 Correlation Between Principal's Prompt Feedback and Teacher's Job Performance

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

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 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 principal's delegation of responsibilities to teachers and the teachers' work performance.

H₀₂: There is no significant relationship between principal's provision of prompt feedback to teachers and the teachers' work performance.

Table 4.9 Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.867	.474		2.432	.003
	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 4.9 presents the findings on regression coefficients where the independent variables were regressed on dependent variable. The model equation becomes;

$$Y = 2.867 + 0.193X_3 + 0.202X_4 + \sum(x)$$

Where X_1 - X_2 represents the delegation of duties to teachers and principal's prompt feedback, and $\epsilon(x)$ is the chance variation of predictors

The findings presented in Table 4.9 show that, 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= 0.037, P = 0.032<0.05). This is an indication that all the null hypotheses were rejected.

Table 4.10 The Null Hypotheses' Final Decision

Hypothesis	Verdict
H ₀ 1: There is no significant relationship between the principal's delegation of responsibilities to teachers and the teachers' work performance.	Rejected
H ₀ 2: There is no significant relationship between the principal's provision of prompt feedback to teachers and the teachers' work performance.	Rejected

Conclusions of the Study

- i. Delegation of responsibilities emerges is a vital strategy for empowering teachers and promoting their professional growth. Principals who effectively delegate tasks and provide opportunities for autonomy enable teachers to take ownership of their work, thereby fostering a sense of ownership and investment in their roles.

- ii. Prompt and constructive feedback is a key motivating factor in teachers' work performance. Principals who engage in regular feedback sessions with teachers provide valuable guidance and support, enabling teachers to identify areas for improvement and continuously strive for excellence. Timely feedback also helps teachers track their progress and stay motivated in their professional development efforts.

Recommendation of the Study

- i 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.
- ii 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.

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