



## Principals' Motivational Strategies and Teachers' Job Performance in Loitokitok Sub-County Kajiado County, Kenya

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**Abstract:** *The study aimed to examine principals' motivational strategies on teachers' job performance in public secondary schools in Loitokitok Sub-County, Kajiado County, Kenya. The study was anchored on the transformational leadership theory. A mixed-method research approach was employed with a concurrent research design to gather qualitative and quantitative data. The study targeted all public secondary schools, school principals, teachers, and the Sub-County Education Director in Loitokitok Sub-County, Kajiado County. Seven public secondary schools and 90 teachers from the sampled schools were selected. Schools were selected using stratified and simple random sampling; principals were selected using purposive sampling; teachers were selected using proportionate stratified sampling and simple random sampling; and the Sub-County Educational Director was selected using purposive sampling. A total of 98 respondents took part in the study. Data was collected through closed-ended questionnaires from the teachers and in-depth interview guides for principals and the Sub-County Director of Education. Research instruments were subjected to face and content validity. The reliability of the teachers' questionnaires was tested using the test-retest technique. Quantitative data was analyzed descriptively with the help of the Statistical Package for Social Science (SPSS) version 27 and reported in frequency distributions, and percentages. Data was presented in bar graphs, and tables. Ethical considerations were adhered to throughout the process. The findings revealed that motivational strategies had a significant positive impact on teacher job performance. Based on the findings, the study recommended that secondary school principals be trained in transformational leadership skills to inspire and motivate teachers, to improve their performance. Additionally, principals should focus on capacity-building through training, seminars, and benchmarking, as well as involving teachers in management roles to enhance their skills and contribute to school success. These positively impact teachers' job performance and overall school effectiveness.*

*Key words:* Principals' Motivational Strategies, Teachers' Job Performance, Assessment, Education

### 1.1 Background of the Study

Globally, there is an emphasis on the crucial roles played by teachers. As documented by the United Nations Educational Scientific and Cultural Organization (UNESCO, 2021), teachers are the most significant actors in the implementation of educational changes provided the school leaders offer teachers sufficient recognition, preparation support, resources, autonomy, and wide-range opportunities for continued professional development. Besides, many countries around the world including Kenya have

stressed the significance of school leadership in executing education policy and improving teacher performance as they adopt changes in education (Ndiga et al., 2017). However, a school filled with low-performing teachers can negatively affect the performance of the students and the school at large (Hoque & Raya, 2023). To address this overarching problem, relevant interventions must be practiced.

Fababier and Apostol (2024) concurred with Altheeb (2020) that in an educational context, several influential factors contribute to quality or poor teachers' job performance such as teacher characteristics, learner characteristics, school conditions, teaching experiences, and leadership style employed by the educational leader. Although literature have established that there are different types of leadership styles that principals can employ for successful management of schools (Saleem et al., (2024), the current study gives a priority to principals' motivational strategies and teachers' job performance in Loitokitok sub-county Kajiado County, Kenya. One of the prominent leadership styles in this context is transformational leadership because of its outstanding outcomes and exceptional changes (Ali, 2022). Transformational leaders have the ability to adapt to new methodologies, technologies, and curricular changes (Kartika et al., 2022).

A study that was conducted in Takhar High School in Afghanistan by Noori, et al., (2023) explored the relationship between principals' leadership and teachers' emotional intelligence. The findings revealed that there were statistically significant differences in teachers' levels of emotional intelligence. However, while this study aimed to add knowledge to transformational leadership and teachers' emotional intelligence, the current study aims to add knowledge to transformational leadership (TL) and teachers' job performance. In the Philippines, Reyes and Apostol (2024) conducted their study with the aim of determining the mediating role of teamwork on the relationship between transformational leadership of school heads and the self-regulation of teachers in Cateel 1 and 2, Province of Davao Oriental. The study found that there is a very high level of TL, self-regulation, and teamwork skills. Furthermore, the study noted that there is a significant relationship between TL, self-regulation, and teamwork skills, and also a significant relationship between teamwork and self-regulation. The study reviewed aimed at adding knowledge on how self-regulation and teamwork are enhanced through transformational leadership while the current study investigated how transformational leadership strategies such as motivation, role modelling, capacity building and delegation of duties enhance teachers' job performance.

Another study carried out by Shava and Heystek (2021) explicates that in South Africa, transformational leadership is an increasingly popular leadership style practiced in schools. This is affirmed by Arogyaswami and Tat (2020) in their study that invites school principals to embrace transformational leadership as a means of improving the quality of education, enhancing students' outcomes, and fostering a positive school culture. The principals effectively work with the teachers to develop a shared vision for the schools that efficiently increase the teacher's inspiration and motivation. This created vision helps the teachers to understand their roles in achieving the school's common goal and encourages them to effectively work towards those identified goals with enthusiasm and commitment.

In their research carried out in the Zoba Anseba region of Eritrea, Aondo et al., (2020) showed how principals' leadership abilities affect teachers' motivation in public secondary schools. Further, it was discovered that administrators significantly influenced teachers' job motivation through their interpersonal skills, thereby increasing their job performance. This is because the school principal has the responsibility to develop trust among teachers, create teamwork spirit, and increase enthusiasm

among the staff. Besides, the job performance of teachers is firmly associated with job execution and the ability of teachers to consolidate and develop new ideas through intellectual stimulation.

In Kenya, Kariuki (2019) conducted a study to investigate the influence of transformational leadership on teachers' job performance in public secondary schools in Nyandarua County. The results showed that principals play key roles in raising teachers' performance, particularly by encouraging teachers to take risks. The results of this study suggested that principals should hold teachers accountable for their performance. The study focused on the three transformational leadership qualities namely intellectual stimulation, individual consideration, and inspirational motivation which can be effective if teachers perceive that the qualities direct them to enhance performance. However, the study investigated the strategies employed by the principal to accelerate the quality performance of the teachers. A similar study on leadership styles was done by Muga (2022), who looked at the relationship between principal leadership styles and teachers' job satisfaction in public secondary schools in Siaya, Kisumu, and Kajiado counties. The results demonstrated that principals primarily employed transformational leadership. Further, the study showed that the majority of teachers in Kajiado, Siaya, and Kisumu were happy with their jobs due to the leadership styles employed by their principals in the school. The study focused on laissez-faire, transactional, and transformational leadership styles and did not specifically focus on strategies applied by transformational principals and their influence on teachers' job performance. Also, the study investigated how leadership styles correlate with teachers' job satisfaction. However, the study examined the influence of transformational leadership strategies focusing on motivation, role modelling, delegation of duties, and capacity building on teachers' job performance.

Records according to the County Education Office of Kajiado County (2021) shows that there are complaints of low teachers' job performance in many schools. This has been observed specifically in public secondary schools in Loitokitok Sub-county through teachers' behavioural indicators such as frequent absenteeism, arriving late or leaving early from school, neglecting of individual students' needs, weak enthusiasm for school activities, inconsistency in classroom attendance, lack of lesson preparation, reluctance to embrace technology in teaching and learning, and inadequate classroom management leading to a general decline of educational standard in all levels in school. Therefore, the study examined whether principals' transformational leadership strategies could enhance teachers' job performance by inspiring and motivating them to invest quality time and energy in their responsibilities, such as lesson planning, classroom leadership, establishing a supportive learning environment maintaining discipline, effectively monitoring and evaluating students, and collaborating with the principals to implement educational changes in public schools in Loitokitok Sub-county, Kajiado County.

Teachers' appreciation and recognition are an intangible form of motivational strategies that play a crucial role in enhancing teachers' job performance (Amaetule & Ossai, 2023). When school principals use intangible rewards, such as thanking teachers and showing gratitude, as well as delegation of duties, this enhances organizational performance. Moreover, it increases teachers' morale and enthusiasm, thus increasing their job performance, because they feel appreciated, esteemed, and trusted as they fulfil the school's vision and goals. For teachers' job performance to be consistent, there is a need for the principal to recognize teachers' extra effort in the realization of the school's vision and mission. This brings a sense of value to a teacher because they understand and appreciate their worth within the school system. According to Nzilano and Mwambapa (2022), successful principals have a well-articulated vision of the school. Similarly, school leaders focus on the motivation strategies that motivate the teachers and what

is essential in improving job performance, hence achieving the set goals for the school.

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

Pratama (2022) claimed that motivational leaders offers a supportive environment where teachers are engaged and dedicated to adopting changes in education. However, the extent to which these motivational strategies are effectively employed by principals in Loitokitok Sub-County, Kajiado County, in Kenya, and their specific impact on teachers' job performance remains an area that requires in-depth exploration. Despite the unique challenges and opportunities faced by the education system in Loitokitok Sub-County, there is insufficient comprehensive research on the adoption of motivational strategies by secondary school leaders to enhance teachers' job performance. According to a report from Kajiado County Education Office (2021) in Loitokitok Sub-County, there are complaints of low teachers' job performance displayed through frequent absenteeism, arriving late or leaving early from school, neglect of individual students' needs, weak enthusiasm for school activities, inconsistency classroom attendance, lack of lesson preparation, reluctance to embrace technology in teaching and learning, and inadequate classroom management leading to consistent poor results (Muga, 2022). Huang and Hsin, (2023); Kajiado Education Office (2021); and Muga, (2022), recognized that although the aforementioned complaints can be associated with other factors in learning institutions, principals' motivation strategy may influence teachers' job performance in the study area. In the context of secondary education in Kenya, inadequate investigation has been done to examine the influence of principals' motivation strategy on teachers' job performance hence it is a critical aspect that needs investigation.

### **1.3 Objectives of the Study**

The study was guided by the following research objective:

To find out how principals' motivational strategies influence teachers' job performance in Loitokitok Sub-County Kajiado County, Kenya.

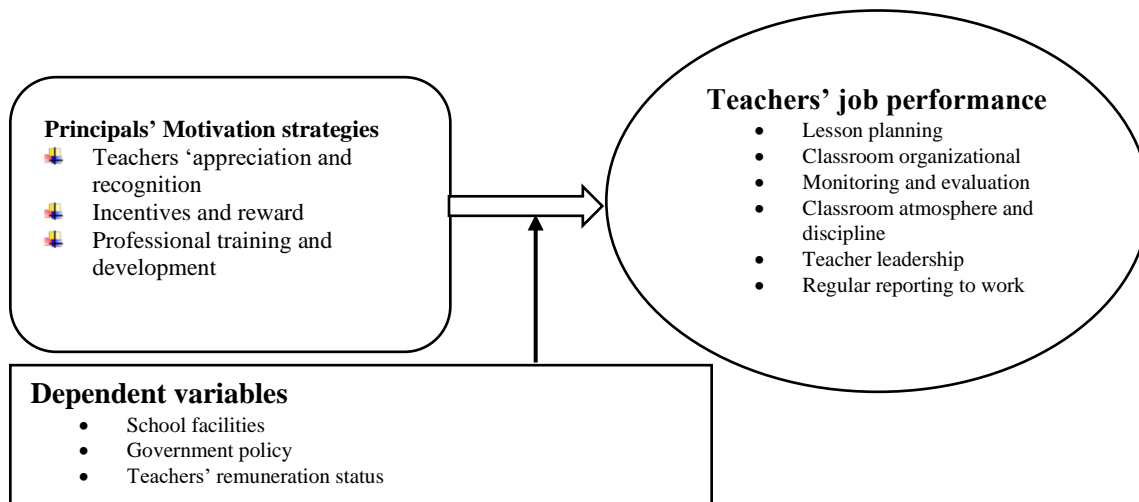
### **1.4 Significance of the Study**

This study's findings might be of importance to various educational stakeholders involved in education or interested people who are in educational management such as secondary school principals. Ministry of Education (MOE) through Kenya Education of the Management Institute (KEMI). The research findings may be used by the County Directors, Sub-County Directors and TSC to gain some insights into the prevailing loopholes in teachers' job performance. Secondary school principals can use the research findings to gauge their leadership and develop methods on how they can enhance their principles to improve the teachers' job performance in their schools. The study's findings might also be beneficial to teachers. it will make them to be more creative and innovative in the areas they ought to improve to achieve the required job performance as they enhance meaningful changes within the school.

### 1.5 The Conceptual framework

*Independent Variable*

*Dependent Variable*



**Figure 1:** *The Conceptual framework*  
 Source: *Own Conceptualization, 2024*

### 1.6 Theoretical Framework

The study was anchored on transformational leadership theory. This theory is a compass that advocates for success in the school change process, therefore, it is an inclusive theory for everyone involved in moving their schools forward. Originally, this theory was first introduced by James MacGregor Burns in 1978. Burns proposed that transformational leadership involves leaders who can inspire and motivate their followers to achieve exceptional performance and reach their full potential, by creating a sense of shared vision and purpose (Uzokife & Mbovu, 2023). Bernard Bass, a student of Burns, further developed the concept of transformational leadership theory in the 1980s and 1990s (Kwan, 2020). Accordingly, Bass (1985) perceives that transformational leaders should be able to inspire and motivate their followers by providing them with a captivating school vision, stimulating their intellectual curiosity, and empowering them to take ownership of their job. Therefore, a school principal who practises this theory is an agent of change manifested in the ingredients of change such as ideas, innovation, creativity, influence and consideration for the individual teacher (Amels et al., 2020).

According to Bass (1985), transformational leadership theory comprises four key components that are crucial for understanding this leadership style. The first component is inspirational motivation which involves leaders who inspire and motivate their followers by providing a clear and compelling vision of the future. They create a sense of purpose and excitement around this vision and communicate it effectively to their followers. The second component is intellectual stimulation, where leaders encourage creative thinking and foster a culture of innovation and problem-solving among their followers by challenging them to think outside the box and explore new ideas. They stimulate intellectual curiosity and provide opportunities for continued learning and growth. Individualized consideration is the third

component, through which leaders offer personalized support and care for their followers, considering the individual needs of each follower (Chidinma et al.,2023). They provide coaching and mentorship on job performance in order to develop the skills and abilities that promote a sense of belonging, and value among followers. Lastly, through idealized influence, leaders serve as role models by setting a high standard of ethical values and integrity for their followers. They model the behaviour they expect from others and inspire their followers to be their best selves thereby gaining their trust and respect.

Northouse (2022) confirms that transformational leadership theory has several strengths that make it a widely recognized and influential leadership framework. It is known for its ability to inspire and motivate followers to go above and beyond their normal duties, by creating a sense of shared purpose and a compelling vision for the future. Transformational leaders inspire their followers to be more engaged and invest in their work. This, in turn, creates a strong sense of commitment and enthusiasm among the followers, leading to increased job performance. Transformational leadership is effective at fostering creativity and innovation by encouraging intellectual curiosity and providing opportunities for learning and growth. Transformational leaders create a culture of forward-thinking perspective where new ideas are valued and explored (Lai et al., 2020). This enables teachers to think outside the box and try out new approaches to their job performance as they interact with the culture of innovation and continuous improvement of their professional competencies. One of the examples of this is the implementation of the Competency-Based Curriculum (CBC) in Kenya. Moreover, Weller et al. (2020) support that a transformational leader develops the leadership skills of his or her followers by providing individualized consideration and mentorship.

The critics of this theory assert that transformational leaders can place too much emphasis on their charisma and presence, which can lead to a cult of personality around the leader. Nonetheless, this can lead to focus on the leader rather than the underlying goals and vision of the organization, which can undermine the effectiveness of the leader and the organization as a whole (Asbari, 2020). The intense focus on achieving goals and vision can lead to burnout and high turnover rates among followers (Sek, 2023). Transformational leaders are often highly driven and passionate, which can be inspiring to followers. However, this can also result in a lack of work-life balance and a culture of overwork and stress. This can lead to high turnover rates as well as negative effects on the mental and physical health of the leader and their followers. Transformational leaders can be prone to manipulation by their followers. The intense focus on achieving goals and vision can lead to a lack of authenticity and transparency. This can make it difficult for followers to fully trust the leaders and their intentions, which can ultimately undermine the effectiveness of the leaders and their abilities to inspire and motivate their followers (Alamri,2023).

The researcher considered transformational theory because it incorporates extensively the four indicators of this study which include role modelling, capacity building, delegation and motivation strategies. Moreover, transformational theory embraces both the leader and the follower which are the two-basis element of this study. Based on this study, the followers are termed as teachers who embrace any changes and innovation in the teaching and learning process as influenced by the transformational school leader. The principal who implements transformational leadership strategies in public secondary schools can work with the teachers to develop a shared vision for their school. This vision can be centred around a common goal and mission that the teachers are passionate about, such as creating a positive school environment, promoting relevant teaching and learning approaches, or fostering a culture of creativity

and innovation in which teachers become interested. Applying transformational leadership theory to the teachers' job performance, principals can create a powerful dynamic approach to leadership that inspires and supports teachers' performance. By focusing on creating a shared vision and purpose, inspiring and motivating teachers, and supporting their personal growth and development, principals can help teachers achieve their goals and make a positive impact on their school and community.

### **1.7 Empirical review**

#### ***Principals' Motivational Strategies on Teachers' Job Performance***

Dian et al. (2022) carried out a study to determine the principals' motivation for teacher performance at Integrated Islamic Elementary School Matahati Bundung in Indonesia. The method used in this research was a quantitative approach with an associative method. The sample size was 30 teachers and the data was collected using a questionnaire. The result of the study was a regression coefficient of 1, which indicated that every 1% of motivation from the principals has a positive effect on teachers' job performance. Further, the study found that the principal was significantly influential in efforts to improve teacher performance, with a magnitude of influence of 90.6%. The study results imply that the principal's motivation is a factor that can affect teacher performance. The study relied on a quantitative design and did not consider a qualitative design to achieve an in-depth understanding of information on teachers' attitudes and experiences on the principals' motivation and teacher performance. The current study employs both qualitative and quantitative designs, which will complement each other. The findings cannot be generalized because the study analyzed only integrated Islamic Schools with a small sample size hence, the current study targeted public secondary schools with a larger sample size, thereby the findings can be generalized.

Studies from Africa indicate that motivational strategies can boost teachers' motivation to perform effectively in their duties. A descriptive survey research design was conducted by Agu (2021) in Nigeria. The study investigated how principals' motivational strategies improve teacher job performance in public secondary schools in Enugu East Local Government Area of Enugu State (LGA). The population comprised all teachers in the nine public secondary schools in Enugu East Local Government Area of Enugu State which was 225 respondents. The sample size was not indicated in the study. The instrument for data collection was a structured questionnaire. The study found out among others, that principals use principals' leadership behavior, welfare package, and provision of conducive environment as motivational strategies to influence teachers' job performance in Enugu East LGA. The study recommended that principals should be trained on other motivational strategies, provide a variety of welfare packages, and use a conducive environment as motivational strategies to influence teacher job performance in Enugu East LGA.

In Uganda, Aliwaru (2019) conducted a correlation study between motivational practices and the performance of lecturers in tertiary institutions in Arua District. The findings revealed that the overall performance of the lecturers was not good. The findings further showed that providing financial rewards as a motivational practice is positively related to lecturers' performance, while delegation of duties and performance of lecturers are also positively related. Motivational practices predict 60% of lecturers' performance in tertiary institutions in Arua District. The study concludes that financial rewards, delegation, and training as motivational practices positively correlate with lecturers' job performance. The study reveals a scope gap as it was conducted in Uganda, thereby necessitating a different geographical area from the current scope of the study. Further, a contextual gap is also manifested as the

study targeted tertiary institutions while this study focused on public secondary schools in Loitokitok Sub-County, Kajiado County, Kenya.

In another study, Mukumbi and Kabeta (2019) examined the influence of headteachers' motivational practices on teachers' performance in public secondary schools of Chililabombwe District of the Copper Belt in Zambia. The study adopted a mixed methods design which included qualitative and quantitative research methods. Open and closed-ended questionnaires and interviews were employed to collect data from 100 respondents. The study's findings revealed the challenges headteachers face in implementing motivation practices to motivate teachers in public secondary schools. These challenges include low staffing levels in some subjects, inadequate funding from the government, and interference from political offices. The study concluded that principals play a crucial role in motivating teachers and that these motivation practices had positive impact on teachers' performance. The study recommends stronger and timely motivational practices by headteachers to enhance teacher performance. These practices may not necessarily be in monetary terms but can be delegation of duties, capacity building, and recognition of hard work. The study is similar to the current study though the location of the study differs, hence a geographical gap that this study intends to fill.

In Botswana Vocational schools, Sie and Eze (2022) conducted a case study design to assess the influence of motivation on the job performance of lecturers in Serowe Brigade. The data was collected from 8 lecturers through interviews. The qualitative study found that the lecturers perceived motivation as an important element in job performance. Thus, the study concluded that, motivation is important for increasing lecturers' job performance and it is a driving force for the overall efficiency of an organization. The study therefore recommends that utilizing different motivation techniques is of great value to meet the needs of the lecturers as well as the reform of the working environment. This implies that different measures of the motivation employed in an organization might lead to increased job performance.

To assess principals' teacher motivation plans and its implication on teachers' job performance, a cross-sectional survey research design study was conducted by Okwatsa (2021) in public secondary schools in Mombasa County. The main tool of data collection was questionnaires. The targeted population was heads of schools in Mombasa County and their teachers in public secondary schools. A sample size of 228 respondents was used. The study revealed that 65.7% of the principals often reward their teachers, whereas 66.8% of the teachers indicated that they were rewarded by certification. The study indicated that 57.1 % of the principals felt recognition affected teachers' job performance to a great extent. This was also supported by 83.2% of the teachers who noted that recognition had an effect on their job performance. The findings show that the principals and teachers believed rewarding teachers encouraged their job performance positively and extensively. It also found that regular recognition of teachers' efforts had a positive impact on teachers' job performance. This was encouraged by positive working enrolment created by the principals. The cross-sectional survey concluded that principals' supportive reward system, professional development, and recognition had a positive effect on teachers' job performance. The study further recommended that principals should improve the extrinsic motivation factors. The head teacher should also maximum on a more reward- system as opposed to the punitive strategy to facilitate effective teacher job performance. The current study will be of great use as it has filled the methodological gap because Okwatsa's study employed a quantitative research method while the current study employed mixed methods.



To examine the effect of motivational strategies used by principals on teachers, Choge (2020) conducted a study to assess how these in turn impact on academic performance of public secondary schools in Nyandarua County in Kenya. The study employed a descriptive survey research design. The target population was all public secondary schools in the county and data was collected from principals, teachers, and students who made a total of 384 respondents on whom questionnaires were used. The study was anchored on transformational leadership theory. The study found that there was a significant relationship between the academic performance of a school and motivational strategies. A total of 84.4% of the principals agreed that teachers' motivation reinforces teachers' performance and hence student academic outcomes. A significant limitation is that the scholar employed one single method of collecting data which limited in-depth information. The current study employed questionnaires and interview guides for data collection which will supplemented each other. Further, the findings cannot be generalized to Kajiado county due to its geographical differences. While the study focused on the effect of motivational strategies on teachers' performance and how these in turn impact student academic performance, the current study examined the influence of principals' motivational strategies on teachers' job performance.

Another study was conducted in Kenya by Marietta (2021) in Migwani Sub- County, Kitui County, on the influence of principals' motivational strategies on teachers' job satisfaction in public secondary schools. Convergent parallel mixed methods design was utilized. Questionnaires and interview guides were utilized to collect information. The sample size was 109 which comprised principals and teachers. According to the study's findings, principals' motivational strategies such as recognition, staff professional development, incentives and interpersonal relationships were important in influencing teachers' job satisfaction. Based on the findings, the study recommended the recognition and rewarding of every teacher in their different capacity. The study of Marietta made a good attempt to include a variety of participants but left out the educational officer who might have crucial information. The present study focused on teachers' job performance which is influenced by job satisfaction and include the Sub-County education officer as a respondent in the study.

Another correlational investigation was done in Makueni County, Kenya by Kyumbi (2021). The main concern of the study was to determine whether principal motivational strategies and teachers' morale are significantly correlated. The study recorded strategies like proper communication systems, continuous teacher support, participative decision-making, and well-planned implementation of the school vision as having a great influence in promoting and sustaining teachers' morale. While the main purpose of the study was to explore the relationship between principals' motivational strategies and teachers' morale, the major concern of the current study was to investigate the influence of principals' motivational strategies on teachers' job performance. The study employed path goals theory while the current study was guided by transformational theory which its tenets is different from theory employed. Therefore, the current study managed to fill the theoretical gap in Kyumbi's study.

## **1.8 Methodology**

A research model is developed to illustrate the relationship between the independent variables (demographic and the rating of principals' motivational strategies) and the dependent variable (job performance of secondary school teachers). The proposed research model mainly draws from the transformational leadership theory, first postulated by Burns (1978) and enhanced by Bass (1985). The primary data was collected using a questionnaire from a sample drawn from the population of 300

teachers from 21 public secondary schools of Loitokitok sub-county in Kajiado County, Kenya. This location was selected because preliminary survey indicated that that it was one of the areas that could be experiencing low job performance among secondary school teachers and poor student academic performance. The total sample size used in the study was 90. The questionnaire was divided into two sections. Section A focused on collecting the respondent's demographic details, that is, gender, working experience, age, and educational background. Section B comprised of questions designed to measure the perception of the respondents towards the motivational strategies employed by the principals and their impact on teachers' job performance. A 5-point Likert scale was used for the questions relating to two specific objectives of the study (rating of impact of Principals' Motivational Strategies on Teachers' Job Performance) in section B of the questionnaire where the respondents indicated their level of agreement with carefully constructed statements that ranged from strong disagreement to strong agreement towards the attitudinal object. A combination of stratified and random sampling methods were used to obtain respondents. A drop-pick method administered by the researcher, accompanied by personal interaction with the respondents was used in order to clarify any question(s) relating to the questions in questionnaire. Eighty-nine responded to questionnaires.

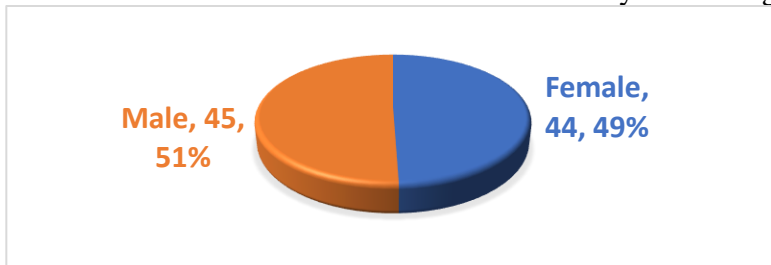
### 1.9 Study findings

Findings were presented first from a socio-demographic point of view and then thematically.

#### *Demographic Characteristics of Teachers*

##### *Distribution of respondents by gender*

The characteristics of teachers were identified by examining their demographic profiles.

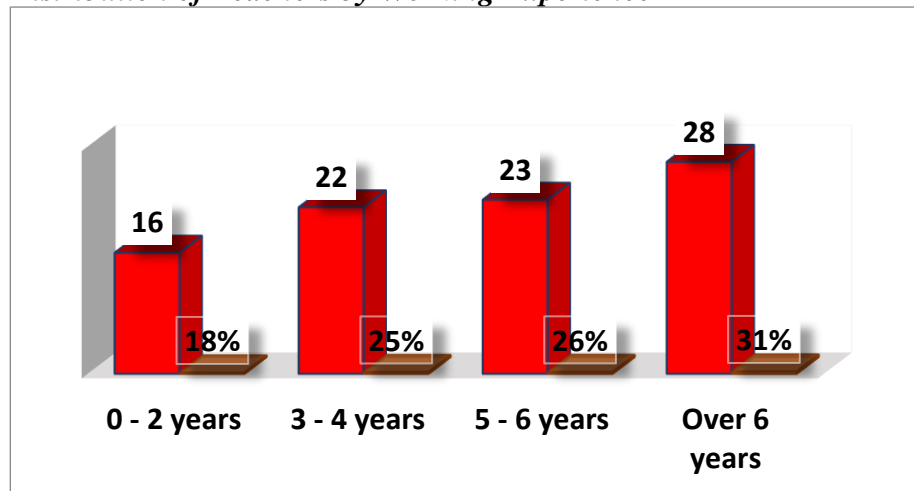


**Figure 2: Gender Distribution of Teachers**

Source: Field data, 2024

From the 89 respondents, 44(49%) were female and 45(51%) were male. The near-even distribution of genders in the sample ensured that views from both sexes were unbiasedly collected.

*Distribution of Teachers by Working Experience*

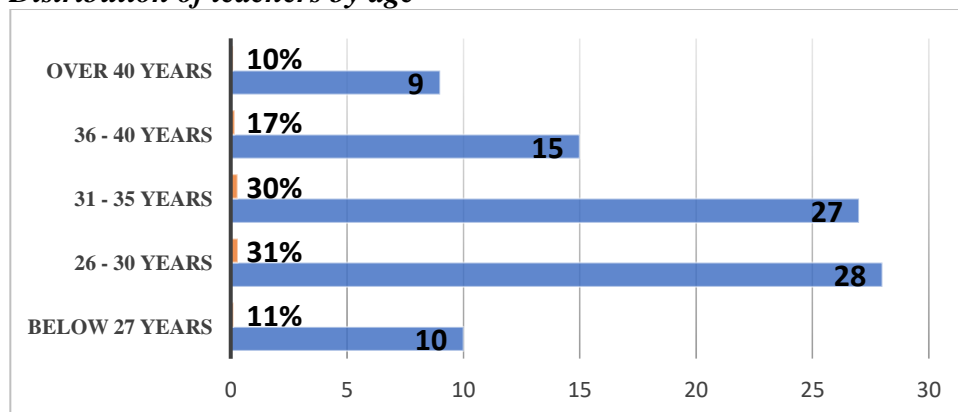


**Figure 3: Distribution of Teachers by Working Experience**

Source: Field data, 2024

The data in figure 3 provides insights into the working experience of teachers and principals. It shows that 31% of teachers had over six years of teaching experience, making them the most experienced group. This is followed by 24% of teachers with five to six years of experience, and 23% of teachers with three to four years of experience. A smaller group of 16% of teachers had been teaching for two or fewer years. Overall, more than three-quarters of the sampled teachers had over three years of experience, suggesting that the majority of the teaching staff are relatively seasoned in their profession.

*Distribution of teachers by age*

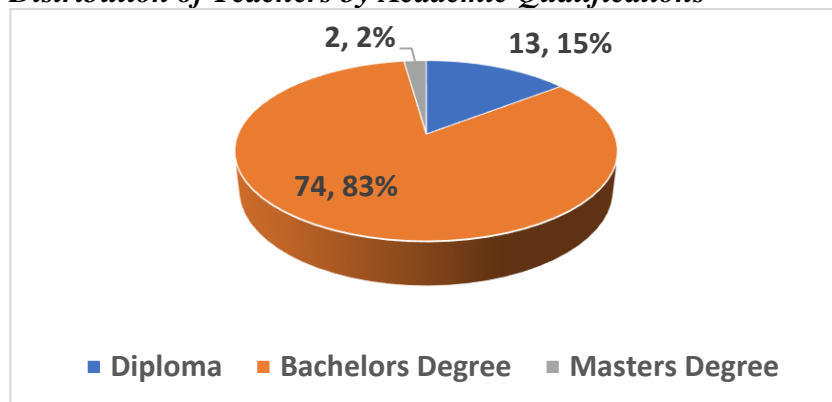


**Figure 4: Distribution of Teachers by Age**

Source: Field data, 2024

This age distribution indicates that the majority of the respondents were relatively young, with 65 (73%) being 35 years or younger, compared to the 24 (27%) who were over 35 years old. The representation of older teachers, particularly those over 40 years old, at 10%, was notable and valuable for the study. Their extensive teaching experience provided critical insights, especially in relation to leadership and job performance, which often come with a deeper understanding of school dynamics gained over the years.

**Distribution of Teachers by Academic Qualifications**



**Figure 5: Distribution of Teachers by Academic Qualifications**

Source: Field data, 2024

The majority of the sampled teachers, 74 (83%), had attained a bachelor’s degree qualification, while a smaller number, 13 (15%), held a diploma level education. The large number of teachers with a bachelor’s degree is unsurprising, as this is generally the minimum qualification required for teaching in secondary schools in Kenya. The high prevalence of bachelor’s degree holders in the sample reflects the country’s standards for ensuring that teachers possess the foundational knowledge necessary for effective teaching.

**Influence of Principals’ Motivational Strategies on Teachers’ Job Performance**

Influence of principals’ motivational strategies on teachers’ job performance was captured through the sampled 89 teachers’ rating on a 5-point Likert-scale measurement, whose results are indicated in Table 1, followed by the result summary

**Table 1: Influence of Principals’ Motivational Strategies on Teachers’ Job Performance**

Statement	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
Teachers (n = 89)										
My principal recognizes and appreciates my efforts	0	0%	1	1%	7	8%	32	36%	49	55%
Recognition and rewards are distributed fairly among teachers	0	0%	1	1%	8	9%	42	47%	38	43%
I have access to relevant training programs to enhance my job performance skills.	0	0%	0	0%	15	17%	40	45%	34	38%
I receive positive feedback from my principal for my efforts	0	0%	1	1%	7	8%	38	43%	43	48%
The principals offer adequate incentives for teachers who perform well.	1	1%	1	1%	15	17%	32	36%	40	45%

Source: Field data, 2024

The findings relating to the objective of this study, which aimed to investigate how principals’ motivational strategies influence teachers’ job performance, revealed that majority of the teachers agreed

that these strategies positively impacted their performance. From Table 1, it can be observed that each of the indicators of the principals’ motivational strategy had at least 80% of the sampled teachers in agreement (agree and strongly agree) the strategy impacted positively on teachers’ job performance. Teachers acknowledged that principals’ motivational strategies, such as providing positive feedback, recognizing and appreciating efforts, distributing rewards fairly, and facilitating access to relevant training programs, contributed to their improved job performance. Further the findings manifest those motivational strategies that they found effective, as indicated in their responses to the open-ended questions. These included rewards for achieving academic goals, such as monetary bonuses, leisure trips, and verbal compliments. Teachers also emphasized the importance of timely motivation, capacity-building seminars, sponsored training, and opportunities for growth. They noted that delayed motivation negatively affects performance, and that fair access to workshops and seminars was a key motivational factor.

***Test of whether there is a significant difference in teachers’ rating of the impact of the principals’ motivational strategies on teachers’ job performance***

**Table 2: Kruskal-Wallis H Test Results for Years of Teaching Experience and Principals’ Motivational Strategy**

	Ranks			Test Statistics	
	Teaching experience	N	Mean Rank		Principals’ Motivational Strategy Mean Rating
Principals’ Motivational Strategy Mean Rating	0 - 2 years	16	49.53	Chi-Square df Asymp. Sig.	3.876 3 0.275
	3 - 4 years	22	35.77		
	5 - 6 years	23	46.96		
	Over 6 years	28	48.05		
	Total	89			

Source: Field data, 2024

A Kruskal-Wallis H test showed that there was no statistically significant difference in the teachers’ rating of the principals’ motivational strategies’ impact on the teachers’ job performance, based on years of teaching experience,  $\chi^2 (3) = 3.876, p = 0.275$ , with a mean rank rating score of 49.53 for years of experience of 0 – 2 years, 35.77 for 3 – 4 years, 46.96 for 5 – 6 years, and 48.05 for over 6 years.

***Test of whether there is a significant difference in the teachers’ assessment of the principals’ motivational strategies’ impact on job performance between genders***

To investigate if gender had any influence on the teachers’ assessment of the principals’ motivational strategies’ impact on job performance, a Mann-Whitney U test was carried out.

**Table 3: Mann-Whitney U Test Results for Gender and Principals’ Motivational Strategies**

	Ranks			Test Statistics	
	Gender	N	Mean Rank	Sum of Ranks	Principals’ Motivational Strategy Mean Rating
Principals’ Motivational Strategy Mean Rating	Male	45	44.97	2023.50	Mann-Whitney U Asymp. Sig. .990
	Female	44	45.03	1981.50	
	Total	89			

Source: Field data, 2024

A Mann-Whitney U test showed that there was no significant difference ( $U = 988.500$ ,  $p = 0.990$ ) between the male and female teachers' rating or assessment of the principals' motivational strategies' impact on teachers' job performance, with a mean rank rating score of 44.97 for male and 45.03 for female.

### 1.7 Discussion

The findings of the current research which indicate that principals' motivational strategies do have an impact on teachers' job performance in Loitokitok sub-county of Kajiado County are not isolated and indeed have been mirrored by findings of other researchers. Makumbi and Kabeta (2019) concluded that principals play a crucial role in motivating teachers and that these motivation practices had positive impact on teachers' performance, after examining the influence of head teachers' motivational practices on teachers' performance in public secondary schools of Chililabombwe District in Zambia, while Agu (2021) found that among others, principals' leadership behavior, welfare package, and provision of conducive environment were motivational strategies that influence teachers' job performance investigated how principals' motivational strategies improve teacher job performance in public secondary schools in Enugu State. Of Nigeria. From Kenya, Okwatsa (2021) had established principals and teachers believed rewarding teachers encouraged their job performance positively and that regular recognition of teachers' efforts had a positive impact on teachers' job performance as well. Similar to the findings of the current research, the essence of principals to act as role models in inspiring their teaching staff to ape the good qualities and/or characteristics so as to achieve higher performance in work has been advocated for by scholars and researchers. For instance, Reza (2019) and Schmt et al (2023), having extensively studied leadership styles, affirmed that transformational leadership (TL), which includes elements of role modelling, is linked to positive organizational outcomes because TL creates a positive and supportive work environment where teachers feel valued and appreciated thereby leading to the highest level of job performance among teachers. Mwangangi (2022) highlighted need for principals to display behaviors and qualities that will inspire admiration, respect, and belief in his/her teachers. According to him, the principals ought to lead by example rather than by words. From a study in the U.S. Galli (2019), argues that principals as role models are mandated with a critical role in implementing reforms to provide quality educational programs that will meet the demands and challenges of the 21<sup>st</sup> century.

The inferential statistics analysis (Mann-Whitney U tests and Kruskal-Wallis H tests) indicated that the demographic variables of gender and years of working experience did not influence the teachers' rating of the impact of the principals' motivational strategies on their job performance. This outcome implies that the teachers' gender and years of working experience played no role in the way teachers viewed and assessed the effectiveness of the motivational and role modelling strategies undertaken by their principals. Indeed, the outcome emphasises the point that assessment of the Principals' motivational strategies should be truthful and straightforward and should be devoid of any biasness that may be linked to the teachers' demographic variables such as gender and the length of time that they have spent in the profession under a particular principal.

### 1.8 Conclusion and Recommendations

Based on the findings, the study concluded that: Principals' motivational strategies are crucial in improving teachers' job performance in public secondary schools. Principals who employ these strategies

positively impact, not only individual teacher performance but also the overall success of the school. Motivational strategies enhance teacher morale, fostering a positive work environment that leads to improved performance. It can also be concluded from the views of the sampled teachers in Loitokitok sub-county that if motivational strategies of the principals are effectively implemented, then the myriad of challenges afflicting the performance of teachers in the secondary schools of the sub-county, such as low motivation among the teachers displayed through frequent absenteeism, arriving late or leaving early from school, neglect of individual students' needs, weak enthusiasm for school activities, inconsistency classroom attendance, lack of lesson preparation, reluctance to embrace technology in teaching and learning, and inadequate classroom management leading to consistent poor results, would be minimized or alleviated. Based on the findings, the study recommends that secondary school principals should focus on capacity-building through training, seminars, and benchmarking, as well as involving teachers in management roles to enhance their skills and contribute to school success. These positively impact teachers' job performance and overall school effectiveness

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