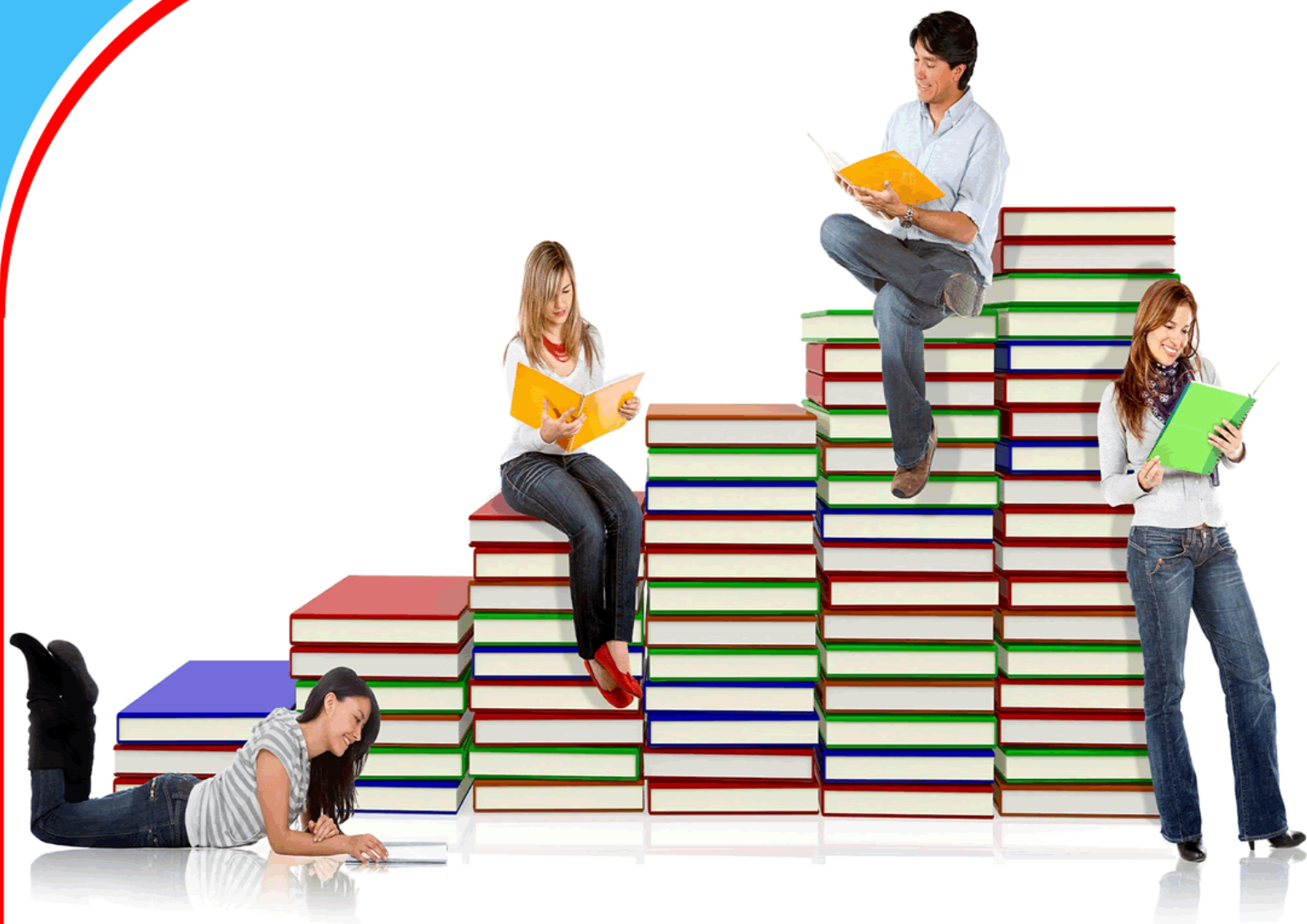


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*Suleiman Eshikumo Sakwa, Dr. Mary Chui Mugwe and Dr. Susan  
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Suleiman Eshikumo Sakwa<sup>1,2,\*</sup>, Dr. Mary Chui Mugwe<sup>1</sup> and Dr. Susan Macharia<sup>1</sup>

<sup>1</sup>Mount Kenya University

<sup>2</sup>ORCID ID: <https://orcid.org/0000-0001-5903-0456>

\*Corresponding Author's Email: [sakwasuleiman@gmail.com](mailto:sakwasuleiman@gmail.com)

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### Abstract

**Purpose:** The research focused on establishing the influence of principals' social support strategies on various aspects of teacher performance in public secondary schools in Mumias East Sub-County, Kenya.

**Methodology:** It utilized both qualitative and quantitative data in a mixed research methodology. Also, the data was obtained from various population parameters comprising 1 sub-county director of education (SCDE), 1 quality assurance sub-county officer (QASO), 27 principals, 237 teachers, and 3730 students. The data regarding each variable was obtained from each population parameter, hence a cross-sectional descriptive study design. The independent variables comprised the frequency of in-service training and guiding and counseling programs. On the other hand, the dependent variables comprised lesson attendance and recovery, mean grades achieved, and score on teacher appraisal. To gather data about the variables, there were interviews with principals, QASO, and SCDE, questionnaires for students and teachers, and secondary data about performance in Kenya certificate of Secondary education (KCSE). The data was analyzed thematically based on the study objectives. Only means, percentages, and standard deviations were utilized to organize data. Also, the linear regression model was used on the data to find out the relation between independent and dependent variables.

**Findings:** It was discovered from the data analysis that in-service training impacted teacher performance, while guidance and counseling did not impact the teacher's performance. However, from the general perspective of the principal's teacher social support strategies, the data revealed little correlation with teacher performance.

**Recommendations:** The study recommend that there should be consistent in-service training in schools and selective guidance and counseling especially to teachers who show extreme social maladjustments. However, it is necessary that similar research be conducted especially on the influence of principal's strategies to guiding and counseling teachers and the impacts on teacher performance.

**Keywords:** *Principal's, teacher support, guiding, counseling, in-service, TPAD*

## INTRODUCTION

According to the path-goal theory of management, the actions of managers should be satisfying to the subordinates to be acceptable and practiced (Dokony, Singh, & Arumugam, 2020). As such, the consequences of a manager's choices should be motivation and satisfaction. For the leader to achieve the motivation and satisfaction of their subordinates, there must be more coaching and support, and all actions must be contingent on the performance of subordinates. The theory clusters the leadership roles of managers as participative, achievement-oriented, supportive, and directive (Dokony et al., 2020). Based upon this theory, the school principals who are school managers are tasked with a complex managerial role that involves social support to teachers to achieve the best performance among the teachers who are subordinates.

On the other hand, more literature indicates that the quality of learning is still to reach the standards in so many regions. Point in case, Price, Galvis, and Channa (2019) avers Kenya's school attendance rate stands at 10 percent after a random survey on 20 schools in Embu Kenya. Further still, the same report indicates that the teacher absenteeism rate from class stands at 27% while the combined school and class absenteeism stand at 37%. Also, the research indicates that the teacher absenteeism rate had earlier featured in many studies, and the reports were no better. For instance, (Chaudhury et al., 2006), as cited in this report, indicate that the teacher absenteeism rate in India, Uganda, Bangladesh, Indonesia, Peru, and Ecuador on daily basis falls between 11 to 27 percent. Bold et al. (2017), as cited in the report, shows that the teacher class absenteeism rate in Kenya, Nigeria, Mozambique, Senegal, Tanzania, Togo, and Uganda daily falls between 25-50 percent. Earlier, the Service Delivery Indicator (SDI) Report (2013), as cited in the same source, indicates teacher absenteeism rate from the classroom in Kenya was 42 percent after a random check was made.

Nevertheless, accounting for the prevailing reports about teacher lesson attendance and recovery and its link to teacher performance, it is necessary to re-examine the factors affecting teacher performance. Hence this study features the principal's social support strategies affecting teacher performance, and helps develop a proper mix of best support strategies for better performance.

The objectives of the study comprise were; establishing the influence of principal's strategies for teacher in-service training on teacher performance in Mumias East Kenya and establishing the influence of principal's strategies for teacher guidance and counseling on teacher performance in Mumias East Kenya.

## LITERATURE REVIEW

### Empirical Literature

#### *Social support strategies and their impacts on teacher performance*

Administrative and social support system strategies are all the undertakings by the principals to help enhance new teachers' self-efficacy. It entails all the social support domains comprising emotional, instrumental, informational, and appraisal support (Littrell et al., 1994; as cited in Cwiklinski, 2020). Teacher education or in-service training is another form of teacher support that the school administration can provide. In the words of Junejo, Sarwar, and Ahmed (2017), teacher in-service training comprises procedures, policies, and prospects accorded to the in-service teacher to prepare their attitudes, behaviors, skills, and knowledge required for optimum performance of their duties.

The research by Junejo, Sarwar, and Ahmed (2017) which utilized a quantitative research methodology and linear regression in data analysis, established a correlation between teacher in-service training and teacher performance at adjusted  $R^2 = 0.213$ . Increasing teacher training content would increase teacher performance at a coefficient of 0.209. Similarly, increasing the experience of the teacher and the method used to train teachers would increase teacher performance at coefficient = 0.251 and coefficient = 0.354, respectively.

According to (UNESCO-IICBA, 2017), teacher support is fundamental in ensuring quality and effective teaching in African schools. In support of the claim, the study about the Impact of Self-Efficacy, Teacher Mentoring, and Administrative Support on Teacher Retention in Title 1 Schools revealed that teacher support was necessary to retain new teachers (Cwiklinski, 2020). This research shows that teacher mentorship and periodic meetings were crucial for the new teachers through thematic approaches. Whereas the study reveals evidence of administrative support, it is more realistic that there were fragments in teacher-administration communication and varied teacher support in the various schools. This study helped explain the administrative support; however, it was delimited to the influence on teacher retention. But teacher retention only sometimes implies high teacher performance. Hence need for more study on the same, with more focus on other aspects of teacher performance. Again, only a qualitative data collection method was used.

Also, Alkaria and Alhassan (2017) established a strong significance between the in-service training of computer teachers at a T-test value of 2.537 and a significance of 0.823, with the teacher's practical knowledge of the programming skills. However, there was no significance with students mean scores in the theoretical test at a T value of 0.206. Also, the impact value for in-service training on theoretical knowledge was low at an effect of 0.066. Regarding the teacher's attitudes, there was a significant correlation between in-service training and the teacher's attitudes at  $d = 1.799$ . From this research that applied a quasi-experimental method, there was an effect of in-service training of computer science teachers on the teacher's performance in the Scratch Programming Language Skills.

In line with the principal's role in supporting teachers for success, there was significance between principal Skills to manage the institution and teacher performance at a significance level of 0.0000, with the change in the former causing fluctuation of 0.709 in the latter (Rizal & Nurjaya, 2020). Based on regression analysis, the  $R^2$  obtained was 0.295, which implies that a change in the principal management skills caused a 29.5% change in teacher performance. Further still I same research, analysis of results about work culture on teacher performance revealed an F value of 43.324 and a probability significance of  $0.000 < 0.05$ , interpreted to imply that work culture affects teacher performance. The effect of work environment on teacher performance was established at  $R^2$  of 0.340, implying that change in the work culture affects teacher performance by 34 percent. Learning facilities also had significance to teacher performance at an F value of 117.268 and the probability (sig.) of  $0,000 < 0.05$  at an  $R^2$  of 0.583, implying an increment of about 58.3 percent in teacher performance. Regarding the work culture, principal leadership, and learning facilities on teacher performance, the regression model  $Y = -34,481 + 0.214 X_1 + 0.456 X_2 + 0.678 X_3$  yielded an overall  $R^2 = 0.682$ , which implies that their fluctuation yields a change of about 68.2% in teacher performance.

In another study supporting the principal's social support, the principal's leadership was established to be very high at 83.09%, while the teacher performance was equally very high at 84.60 (Kaso et al., 2019). The specific aspects of principal leadership and teacher performance ranked as indicated in the table 1.

**Table 1: Ranking of principals' leadership and teacher performance**

<b>Principal leadership indicators</b>	<b>Percentage of application</b>	<b>Rating</b>
Idealized influence	78.75	High
Inspirational motivation	85.88	Very high
Intellectual stimulation	82.12	Very high
Individualized consideration	82.50	Very high
Charisma	84.79	Very high
<b>Teacher performance indicator</b>	<b>Percentage</b>	<b>Rating</b>
Learning planning	90.78	Very high
Implementation of learning	83.99	Very high
Assessment of the learning process and outcome	82.25	Very high

Source: (Kaso et al., 2019).

The overall influence of the principal leadership indicators on teacher performance was established at  $R^2 = 0.294$ , implying that chance in the variables would result in a fluctuation in teacher performance by 29.4%. This research shows that when the principal management is high, the teacher performance is equally high. Furthermore, there was an establishment of a positive direct effect of Organizational culture on teacher performance at the coefficient of 0.129 and T-test value of 1.87 (Fitria, 2018). Equally, there was a positive effect of trust on teacher performance at the coefficient of 0.492 and T-test value of 1.87.

Additionally, other major advancements were made in the study to establish the effect of the In-service Teacher Training Program Based on Mobile Assisted Language Learning (MALL) applications on Developing EFL Students' Vocabulary. It was established using the Wilcoxon Signed-Ranks Test that the scores after the applications were higher than before at  $z = -2.677$ ,  $p < 0.007$  (Ali & Kassem, 2018). This study employed one group pre-test and post-test design, which utilized Quizlet, Digital Vocabulary Notebook, Digital Video Games, and Online Dictionaries to acquire data.

Furthermore, it was established that there is a positive significance between administrative management (teacher motivation and teacher support) and the performance of catholic religious education teachers. This study conducted in the Dasardi school of Manado city concluded positive significance at  $t = 3.099$  and  $p = 0.001$  (Mozes, 2018). The regression model was also utilized to support the findings, and it was established that administrative support affected teacher performance at  $R = 0.342$ , an impact of 34.2% (Mozes, 2018). Furthermore, the study capitalized on t-test, p-test, and regression analysis which yielded similar results hence ascertaining the validity of the results. Despite comprehensive data analysis, the research did merge motivation with administrative support; hence only captured some of the social support variables in brief. This research explores the variables in detail to bridge the gap.

According to Crosby (2015), there is significance in; school leadership, professional development, and central office support on teacher burnout at  $R^2 = .336$ , where  $p < .05$  level [ $F(3, 108) = 19.727$ ,  $p = 0.000$ ], using regression model. Implying that the school leadership and central office support contribute to teacher burnout of 33.6%. Similarly, the study established that school leadership, professional development, and central office support are also predictors of the teacher's emotional exhaust after significance was established through regression analysis as  $R^2 = .109$  at  $p < .05$  level [ $F(3, 108) = 5.520$ ,  $p = 0.001$ ]. More analysis into the school leadership and central office support variables established that teacher professional development is more compelling at predicting teachers' low personal accomplishments than leadership style. Again, there was established significance through the regression model in school leadership, professional development, and central office support on depersonalization at  $R^2 = .493$  at  $p < .05$  level [ $F(3, 108) = 37.019$ ,  $p = 0.000$ ]. But teacher burnout, emotional exhaustion, and depersonalization are some of the teacher's performance level predictors. Therefore, this study was more detailed in expounding administrative support on various teacher factors affecting performance. However, it lacks teacher guidance and counseling, a paramount aspect of the principal's administrative support. Again, this study was conducted in Eastern Kentucky, the USA, bringing about a contextual gap filled through a study on how Kenya schools' administration support would affect teacher performance.

Assuming neutral grounds, there is much literature on teacher in-service training, on various aspects of teaching and learning. Nevertheless, does it have the same effect on the teacher's performance, especially with their lesson attendance and recovery, TPAD scores, and the student's mean scores? Again, there needs to be more literature about guiding and counseling teachers at work. Do the teachers who get routine guidance and counseling at work perform the same as those who do not get guidance and counseling?

## **Theoretical Literature**

### ***The path-goal theory of management and leadership***

The Path-goal theory originates in the works of Martin G. Evans in 1970 and Vroom's expectancy theory. The proponent of this theory was Robert House of Ohio State University in 1971 and revised in 1996. According to the theory, the manager's role is to lead and help others to achieve the institution's goals. It also clusters the leadership roles of managers as participative, achievement-oriented, supportive, and directive (Dokony, Singh, & Arumugam, 2020).

The participative role of the manager is to allow for consultative decision-making with the subordinates regarding their task performance actions. Leaders should be flexible enough to incorporate their ideas and suggestions into task performance plans. On the other hand, the achievement-oriented action of managers is to set challenging goals and challenge subordinates to achieve the goals by developing and showing confidence in them. Managers' supportive leadership role demands actions that satisfy their subordinates' needs to keep them motivated. Lastly, the directive leadership action of managers is to make the followers understand their performance expectations by clarifying their roles and how to perform their duties.

The theory is relevant regarding secondary school management since it lends the necessary support to the pursuance of the principal's management actions, such as social support, as an influence on the teacher's (subordinate) performance. The school principal is expected to be flexible enough and lead their teachers in a participative, achievement-oriented, supportive, and directive way so that teachers are satisfied and motivated to perform their duties to their best for the organization's

success (Nzeneri, 2020). As such, the actions of the school principals should positively affect the teacher's performance. And so, the principal's social support actions were assessed against teacher performance in this study. Therefore, this theory supported the choice and modification of independent variables (In-service training and guidance and counseling and gave a hint of the expectations of the dependent variable (teacher's performance) for this research.

The rationale for using the Path-Goal Theory of Management was based upon the need to focus on principal teacher management in schools to develop a best practice model that helps optimize teacher performance. Like the theory advocates for management's participative, achievement-oriented, supportive, and directive leadership actions to simulate subordinates to perform their duties effectively. That is because they have the mandate and authority to be in charge of the institutions hence the driving force for success. But they need to apply specific management strategies to make the path to achieving the goals. The specific strategies formed the premise of this research. Again, the teacher's performance is critical in measuring the school system's strength. Hence any effort in the schools should aim at its advancement. The theory affirms that institutions' outcome is based entirely on the leaders' choices and the subordinates' motivation level. Therefore, the study of teacher management factors was handier.

### ***System theory of organization management***

According to Ghitescu (2006) as cited in Nicolescu (2017), the system is a philosophical category consisting of a particular set of spiritual elements and materials whose interconnection, interaction, and architecture are dependent upon the most profound types of energy of the features that collectively determine the outcome of a process. The System theory views an organization as a combination of interdependent and interrelated sections and processes that form the whole (Lai & Lin, 2017). The theory was first featured in Ludwig von Bertalanffy's works as a general systems theory. Anatol Rapoport, Kenneth E. Boulding, and William Ross Ashby further adopted and advanced it. It became more profound in the social science realm during the 20<sup>th</sup> century through the study of Talcott Parsons in the 1950s and Niklas Luhmann in the 1970s.

In this theory, systems are relatively open or closed based on their mode of operation. However, for most organizations, especially schools, the system is relatively open, interacting with the environment to adapt and survive. The adaptation and survival of the system are homeostases. There is a tendency to avoid static connotations of equilibrium to demonstrate the system's processual, dynamic, and potential-maintaining properties. Therefore, the open school system comprises inputs, transformation processes, outputs, feedback, and the environment (Dahiru et al., 2018). The theory is also an external standard for effectiveness by measuring sustainability and long-term growth.

Within a system, some processes and parts correlate to achieving a common goal for the entire system. In the social science realm, interaction and communication are fundamental to improving the social interactions of the system (Dahiru, Basri, Aji, & Asimiran, 2018). In a school situation, teachers, students, parents, and support staff are all under a school administrator. All these parts perform the various roles that affect a school's outcome. The administrators aim to ensure that the school Microsystems functions well and correctly. That is, by overseeing the school and ensuring it undergoes homeostasis through adaptability. In the long run, the effective coordination through interdependence and synergy within the school system's environment will be measured through the output of the various microsystems, including the teachers.

Thereof, a teacher subsystem in the school system comprises continuous changes in teacher performance actions such as lessons attendance and recovery, participation in Co-curricular activities, class actions as reflected in class scores sheets, and student mean scores/ grades achieved. The changes are a product of teachers undergoing homeostasis according to the institutions' prevailing conditions, which are usually the actions of the school principals. When the school principals and heads of learning institutions bring about variations using specific strategies in various sectors of the teacher subsystem, desired teacher performances are achieved, consequently affecting students' outcomes (Dahiru et al., 2018). The theory is then a framework within which the alteration of conditions for independent variables in this study can be assessed fully through the observations of variations in the dependent variable. It lends enough support to this study where teachers' performance is pegged upon prevailing conditions of the schools. The teachers' adaptability to the schools' conditions brings variations in lessons attendance and recovery, participation in Co-curricular activities, and class actions, which are teacher performance actions and the dependent variable in the research.

The advocacies of the System theory of organization management are more critical in strategizing to manage teachers, who are the subsystem that determines the achievements of the entire school system. Because teachers carry out the process of instruction, role modeling, and mentorship to students, their energy level tends to be more crucial in predicting their performance. The more productive and motivated they are, the higher their efficacy and quality of instruction, which will be reflected in the end product of the education system through enhanced teacher performance. Like the theory asserts that school is a relatively open system, there is so much interaction with the dynamic environment to undergo the required homeostasis. The teachers within Mumias East can perform better by the type of hemostasis they undergo based on the principal's management implications. Also, with the dynamics of the pedagogical process and procedures, strategies for adaptability are required to avoid static connotations of equilibrium to demonstrate the processual, dynamic, and potential-maintaining properties of the education system. Therefore, system theory explains the dependent variables.

## **METHODOLOGY**

This research utilized qualitative and quantitative data in a mixed methodology which entailed in-depth explanations and numerical measures. That is, for both independent and dependent variables, qualitative and quantitative data were gathered before synergistic data analysis and making conclusions about the variables in the study. The cross-sectional descriptive study design adopted entailed gathering data about each variable using varied methods on different population parameters. That allowed for harmonizing various data, capturing all the details and variations. From the target population of 12917, only a total of 3989 was sampled, and it comprised 237 teachers, 1 QASO, 27 principals, 1 SCDE, and 3730 students. To get a sample population, there was an initial clustering followed by the utilization of both purposive and random sampling. The research entailed the collection of secondary data about each variable. Also, interviews were used to collect data from the school principals, SCDE and QASO. The last instrument of data collection used was a questionnaire for teachers and students. To realize the validity of the results, there was piloting of the research instruments and restructuring of the instruments with peers. The instrument's reliability was assessed against Cronbach's Alpha ( $\alpha$ ) and was accepted only when the values were between 0.6 and 0.8. Otherwise, the instruments would be rejected. If they fell below the range, they were rejected for inadequacies, and if otherwise, they were rejected for



redundancy. The qualitative data obtained were analyzed thematically in line with the study objective. Regarding quantitative data, means, percentages, and standard deviations were utilized. Also, linear regression was utilized on the quantitative data to obtain correlation between independent and dependent variables. The regression model used was  $Y = a + bX_1 + cX_2 + \epsilon$

Where:

Y = dependent variable (principals social support strategy)

X1, and X2 = independent variables (teacher lesson attendance and recovery, students mean scores and TPAD scores.)

“a” = intercept

b and c are the slopes

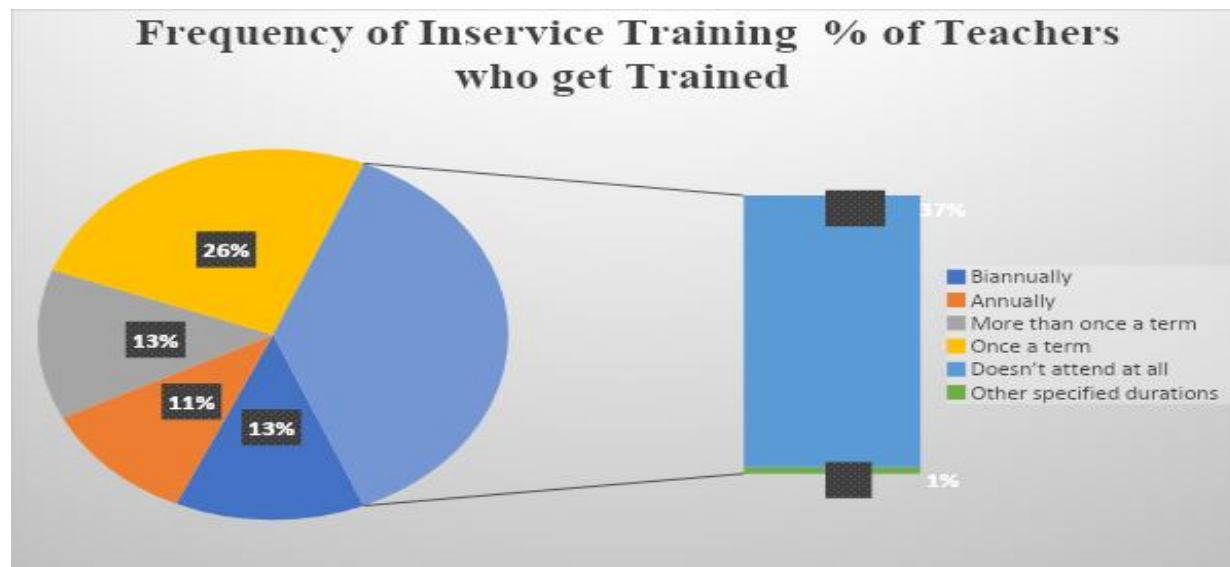
$\epsilon$  – Residual (error)

The regression helped confirm the relation between teacher performance and teacher lesson attendance and recovery, TPAD scores, and the mean scores.

## FINDINGS

This section presents the findings about principal’s strategies for in-service training and guidance & counseling of teachers which are independent variables, and teacher lesson attendance and recovery, TPAD scores and students mean scores which are dependent variables. The results are organized basing on themes organized basing on all independent variables against each dependent variable.

### Teacher's Views



**Figure 1: Frequency of in-service training and types of guidance and counseling**

Most teachers in Mumias East (64%) undergo in-service training in their schools. That’s more than half of the teachers in Mumias East. Out of those who experience in-service training, the highest percentage (26%) attend in-service training once a term, followed by 13% of teachers who

participate in in-service biannually and more than once in a term. In the last position are teachers who are trained annually.

### Types of Guidance & Counseling and Percentage of Guided & Counseled Teachers

**Table 2: Types of guidance & counseling and percentage of guided & counselee teachers**

Types of guidance and counseling	Percentage of teachers
Group counseling	15.22
Individual counseling	8.70
Peer counseling	13.91
Financial management guidance	25.65
Work-related stress management guidance	10.43
Guidance on creating a balance between work and family	8.70

Most teachers undergo financial management guidance in their schools (25.65%), followed by those undergoing group counseling (15.22%), then those undergoing peer counseling at work (13%,) and then, those experiencing work-related stress management guidance (10.43%). In the last position are the teachers who undergo individual counseling and guidance (8.70%) to create a balance between work and family. Therefore, most teachers in Mumias east have felt the impact of principals' guidance and counseling in their various schools.

### Impact of In-Service Training and Guiding and Counseling Programs on Teacher Performance

**Table 3: Impact of in-service training and guiding and counseling programs on teacher performance**

Administrative, social support from school principals	Teacher's view on the extent of the impact on teacher performance					Mean	Std dev
	V I (%)	I (%)	AI (%)	LI (%)	NI (%)		
<b>Lesson attendance and recovery</b>							
In-service training	20	23.48	26.09	15.65	14.7826087	3.18	0.09
Guiding and counseling	13.04347826	21.30	29.57	19.13	16.95652174	2.94	0.081
<b>Student's mean grades recorded</b>							
In-service training	43.48	28.26	26.96	1.30	0	4.14	0.06
Guiding and counseling	8.70	7.83	15.65	34.78	33.04	2.24	0.08
<b>Overall TPAD Scores</b>							
In-service training	28.70	30.43	26.96	12.17	1.74	3.72	0.07
Guiding and counseling	8.70	7.83	25.22	28.70	29.57	2.37	0.08

Most teachers believe in-service training would impact lesson attendance and recovery more at a mean of 3.18. On the other hand, most teachers believe that guiding and counseling averagely impacts lesson attendance at 2.9. Furthermore, the highest percentage of teachers (43.48%) believe in-service training greatly impacts students' mean grades. Again, teachers believe in-service training impacts students' mean scores in examination assessments at an average score of 4.14 out of 5. Conversely, most teachers believe guiding and counseling poorly impact their performance, and only 13.04% think it is very impacting.

Also, most teachers (28.70%) believe in-service training impacts their TPAD scores. Again, all teachers feel that in-service training impacts TPAD scores at a mean of 3.72. On the contrary, few teachers believe that guidance and counseling impact TPAD scores at a mean of 2.37. Only 8.70% of teachers say guidance and counseling are highly impacting.

### **Principals' Views**

The interview sessions with the principals revealed that most supported their teachers socially through various aspects. The most featured social support element was in-service training through the subject-specific training that hosts the most experienced teachers. Also, most school principals accepted that they would attach newly recruited teachers to the most experienced teachers within the schools to nurture them in their careers. Principals also organized the come-together moments for the teachers and had an educational expert speak to them. That is another form of in-service training. Additionally, all principals who mentioned that they offered in-service training noticed an improvement in the teachers' performance.

Regarding guidance and counseling, the principals noted that most teachers go through many challenges at work and home, which affect their behaviors, self-efficacy, and performance. As such, principals have specific mature teachers with vast experience to head the guidance and counseling of teachers. Also, the teachers are given specific, tailored guidance and counseling after traumatizing events such as accidents. Furthermore, principals acknowledged being the teachers' leading guiding and counseling experts. Most principals organize to have their teachers spoken to by health and financial planning experts, among many experts that touch on teachers' actions. Notably, all the principals appreciated the value of guiding and counseling teachers. Most insisted that this was the most critical pillar to building mentally strong, healthy, and enthusiastic teachers. It also increased teachers' patriotism.

However, it is worth noting that most principals could not give a particular pattern in a time frame for the in-service training and the guidance and counseling of the teachers. Most would approximate that teachers undergo training every term, some annually, biannually, and some do not have in-service training programs. Most principals believed guidance and counseling was a continuous event that did not have particular time frames. Nonetheless, for every term, some principals organized for an expert to speak to teachers.

### **SCDE and QASO Views**

The sub-county director and quality assurance officers acknowledged the potency of in-service training and guiding and counseling in schools giving practical examples in Mumias east. For instance, they insisted that newly employed teachers deserve to be attached to some continuous support both emotionally and in their careers. Continuing teachers deserve refresher training to

help their minds refresh with the current trends in the pedagogical procedures and approaches in education.

Also, SCDE and QASO noted that most school principals were organizing training at the county and sub-county levels, which are funded for and certificates awarded. Furthermore, principals were carrying out internal liner management where experts in particular areas were given the role of consultants to help guide the youngest teachers in the school. School principals also referred the teachers to have sessions with professionals like experts in drug rehabilitation. Also, principals noted that they would occasionally be invited to talk to teachers in the given schools concerning various topics. Having articulated the value and efforts implemented by the school principals in supporting teachers, the majority said the efforts needed to yield desired long-term effect on the teachers.

### Students Reports

**Table 4: Students report on teacher lesson attendance in schools with various frequencies of in-service training**

Frequencies of Teacher In-Service Training	Students Report About Teacher lesson attendance and recovery						
	VG (%)	G (%)	AV (%)	L (%)	EL (%)	Mean	Standard Deviation
Biannually	27.5	28	17.5	21.25	5.75	3.5025	0.06
Annually	27.56	40.40	15.92	11.14	4.98	3.74	0.02
More than once a term	68	32	0	0	0	4.68	0.05
Once a term	50	21.6	17.4	6	5	4.056	0.05
Does not attend at all	14.57	14.86	32.86	19.57	18.14	2.88	0.05
Other specified durations	0	10	40	50	0	2.6	0.22

*Key: VG – Very Good =5; G – Good = 4; AV – Average = 3; L – Low = 2; EL – Extremely Low = 1*

In schools where more than 50% of teachers underwent training for a given period, the information about teacher lesson attendance was organized and reported in the table above. From the results, it is evident that there was a trend in lesson attendance and recovery with the teachers varying trends of in-service training. The best lesson attendance and recovery were recorded in schools where most teachers underwent training more than once a term. In these schools, all the teacher's lesson attendance and recovery ranked good (32%) and very good (68%) by the students, with an overall mean of 4.68, which is very good. The second position was school lesson attendance and recovery, with the teacher's in-service training done once a term. Their lesson attendance and recovery score was 4.056, and more than half of the students (50%) rated the lesson performance very well. It can be noted that the lesson attendance and recovery kept deteriorating with reducing the frequency of in-service training. In contrast, the worst was recorded in schools that do not provide in-service training to the teachers.

Therefore, increasing the frequency of in-service training automatically improves the teachers' performance in lesson attendance and recovery.

### Students Report Their Mean Grades for Recent Three Examinations in Schools With Administrative, Social Support Strategies for Teachers

**Table 5: Students report on their mean grades for recent three examinations in schools with administrative, social support strategies for teachers**

Frequencies of teacher in-service training	Percentage of student's average mean grades in past three examinations											
	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Biannually	1	3.75	6.5	8	7.5	13.5	16.75	18.75	10.25	9.25	3.25	1.5
Annually	0.40	1.90	5.07	5.77	5.97	8.31	11.14	13.63	17.91	16.42	6.12	7.36
More than once a term	6	10	12	15	15	18	20	2	2	0	0	0
Once a term	1.4	4.4	6.8	7.4	7.6	9	19.6	20	9.6	7	6	1.2
Does not attend at all	0.43	1.29	2.57	2.86	3.71	9.14	12.14	13.14	18.86	18	9.71	8.14
Other specified durations	0	10	0	0	20	50	10	10	0	0	0	0

*Key: Where grades were awarded in the following system based on the student's mean scores: A = 11.45-12.0, A- = 10.45-11.44, B+ = 9.45-10.44, B = 8.45-9.44, B- = 7.45-8.44, C+ = 6.45-7.44, C = 5.45-6.44, C- = 4.45-5.44, D+ = 3.45-4.44, D = 2.45-3.44, D- = 1.45-2.44, E = 1 - 1.44*

Again, when students' mean grades were organized based on the frequency of in-service training by most teachers in a given school, the results were organized in the table above. The best mean scores were recorded in schools where teachers underwent in-service training more than once a term. In those schools, the worst recorded mean score was a mean of 2, a D+, which is a 100% success rate. In second place were the students' mean grades from the schools whose teachers were trained biannually, followed by the schools where teachers underwent training once a year. Again, the worst mean scores were obtained from schools whose teachers did not undergo in-service training.

## Students Reports about their Teacher's Lesson Observation in Schools with Social Support Strategies for Teacher

**Table 6: Students reports about their teacher's lesson observation in schools with social support strategies for teachers**

Frequencies of teacher in-service training	Students report about teacher lesson observation					
	OY (%)	OT (%)	OM (%)	TM (%)	ATT (%)	∑ (OM, TM & ATT)
Biannually	0	37.5	16	18.25	28.25	62.5
Annually	0	75.51	10.16	6.24	8.08	24.48
More than once a term	0	14	30	28	28	86
Once a term	0	28	20.8	20	31.2	72
Does not attend at all	0	61.429	10.57	13.43	14.57	38.57
Other specified durations	0	70	0	0	30	30

*Key: OY = once a year; OT = once a term; OM = once a month, TM = twice a month, ATT = At least twice a term*

Regarding the teacher's lesson observation, students from schools with biannual in-service training for teachers recorded the third-best frequency of lesson observation, where the sum percentage for observation once a term, twice a month, and at least twice a term was 62.5 % which is more than a half. The second-best frequency of lesson observation was recorded in schools with teacher in-service training of once a term, where the sum of the percentage observed once a term, at least twice a term, and once a month was about three-quarters (72%). The best frequency of lesson observation is in schools where teachers undergo in-service training more than once a term at 86%, which is more than three-quarters of teachers being highly observed. Again, the trend suggests that the higher the frequency of in-service training, the higher the frequency of lesson observation, which leads to better TPAD scores.

## Secondary Data about Teacher Performance in Schools with Social Support Strategies for Teachers

**Table 7: Secondary data about teacher performance in schools with social support strategies for teachers**

<b>Administrative, social support strategies</b>	<b>Average KCSE schools mean scores in KCSE</b>	<b>Average teacher lesson attendance (percentage)</b>	<b>Average lesson recovery (percentage)</b>	<b>Average TPAD scores (percentage)</b>
Frequency of in-service training				
Biannually	4.2	68	68	78
Annually	5.7	64	74	73
More than once a term	7.3	72	82	80
Once a term	6.6	70	81	76
Does not attend at all	3.5	69	76	71
Type of Guidance and counseling				
Group counseling	4.7	68	73	69
Individual counseling	4.6	69	69	70
Peer counseling	4.4	71	70	69
Financial management guidance	3.6	70	63	71
Work-related stress management guidance	5.8	75	72	73
Guidance on creating a balance between work and family	4.6	66	77	72

Secondary data indicates that the teachers who receive in-service training more than once a term perform the best.

## Correlational Analysis of Social Support Strategies for Teachers against Teacher Performance

**Table 8: Correlational analysis of administrative, social support strategies for teachers and teacher lesson attendance and recovery**

Regression Statistics						
	Multiple R	R Square	Adjusted R Square	Standard Error	Observations	
	0.095208	0.009065	0.000334	9.663939	230	
ANOVA						
	df	SS	MS	F	Significance F	
Regression	2	193.9279	96.96393	1.03825	0.355749	
Residual	227	21199.92	93.39172			
<b>Total</b>	<b>229</b>	<b>21393.85</b>				
Correlational						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	75.12295	1.103074	68.10329	4.6E-153	72.94937	77.29652
Frequency of in-service training (Number of times in three years)	0.119476	0.110723	1.079054	0.281709	-0.0987	0.337653
Types of Guiding and counseling programs	-0.93565	0.842267	-1.11087	0.267801	-2.59531	0.724015

The data indicates an extremely low correlation between the frequency of in-service training and types of guidance and counseling accorded to a teacher and the teacher's lesson attendance and recovery (Adjusted  $R^2=0.000334$ , SE= 9.663939, Significance F= 0.355749 at CL=95%). However, this may change with different data because of the high error margin recorded. Increasing the frequency of in-service training would result in an increase of 0.119476 in lesson attendance and recovery. Conversely, varying the types of guidance and counseling offered to teachers would decrease lesson attendance and recovery by -0.93565.



**Table 9: Correlational analysis of administrative, social support strategies for teachers against subject mean scores in KCSE by students under a particular teacher**

Regression Statistics						
	Multiple R	R Square	Adjusted R Square	Standard Error	Observations	
	0.050146	0.002515	-0.00627	1.689909	230	
ANOVA						
	df	SS	MS	F	Significance F	
Regression	2	1.634246	0.817123	0.286128	0.751437	
Residual	227	648.2651	2.855793			
Total	229	649.8993				
Correlational						
	Coefficients	Standard error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	4.567866	0.192892	23.68098	2.9E-63	4.187779	4.947954
Frequency of in-service training (Number of times in three years)	0.012693	0.019362	0.655569	0.512766	-0.02546	0.050845
Types of Guiding and counseling programs	-0.0699	0.147285	-0.47459	0.635539	-0.36012	0.220322

The analysis shows a little negative correlation between the frequency of in-service training and types of guidance and counseling with students' mean scores recorded in KCSE (Adjusted  $R^2 = -0.00627$ , at  $F= 0.751437$ ,  $p=2.9E-63$  and  $t=23.68098$ ). An increase in the frequency of in-service training and types of guidance and counseling may cause a slight decrease in the student's mean scores recorded in KCSE. From the coefficients, it can be noted that increasing the frequency of in-service training increases the students' mean scores recorded in KCSE by 0.012693, while increasing types of guidance and counseling decrease students' mean scores recorded in KCSE by -0.0699.

**Table 10: Correlational analysis of administrative, social support strategies for teachers against teacher TPAD scores**

Regression Statistics						
	Multiple R	R Square	Adjusted R Square	Standard Error	Observations	
	0.124154	0.015414	0.00674	9.8119	230	
ANOVA						
	df	SS	MS	F	Significance F	
Regression	2	342.1381	171.069	1.776909	0.171505	
Residual	227	21854.06	96.27338			
Total	229	22196.2				
Correlation						
	Coefficients	Standard error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	75.37518	1.119963	67.30152	5.9E-152	73.16833	77.58203
Frequency of in-service training (Number of times in three years)	0.150765	0.112419	1.341107	0.181226	-0.07075	0.372283
Types of guiding and counseling programs	-1.29714	0.855163	-1.51683	0.1307	-2.98221	0.387932

The information indicates little correlation between the frequency of in-service training and types of guidance and counseling with the TPAD scores recorded by teachers (Adjusted  $R^2 = 0.00674$ , at  $F = 0.171505$ ,  $p = 5.9E-152$ , and  $t = 67.30152$ ). From the coefficients, it can be concluded that the frequency of in-service training would increase the TPAD scores by 0.150765 while an increase in Types of Guiding and counseling programs accorded to teachers would decrease TPAD scores by -1.29714. It is plausible that social support strategies have little effect on teacher performance. The results build on the findings that administrative support has little correlation to the teacher factors at  $R^2 = .109$  at  $p < .05$  level [ $F(3, 108) = 5.520$ ,  $p = 0.001$ ] (Crosby, 2015). It can be declared that there is little interaction between teachers' social support and their performance in schools. But the strategies are necessary to create the right teacher atmosphere in schools as alluded by principals, SCDE and QASO.

## DISCUSSION OF THE FINDINGS

Based on the data yielded by this research, there are compelling reasons to propound that most teachers in Mumias East still need in-service training. For those with in-service training, most experience it once a term, followed by more than once a term, biannually, and annually. Conversely, most teachers undergo guidance and counseling at work. The main types of guidance and counseling comprise group counseling, individual counseling, peer counseling, financial management guidance, work-related stress management guidance, and guidance on balancing work and family.

Regarding the impact of the strategies for social support, most teachers acknowledged that in-service training, guidance, and counseling would lowly impact their performance. However, in-service training affects their performance more than guidance and counseling. Similarly, In-service training was earlier established to affect teacher performance by Junejo et al. (2017), who established a correlation between in-service training and teacher performance at  $R^2 = 0.213$ . The findings also agree with Alkaria and Alhassan (2017), who profess that there was a strong significance between the in-service training of computer teachers at a T-test value of 2.537 and a significance of 0.823, with the teacher's practical knowledge of the programming skills. According to Kaso et al., 2019 when the principal's social support to teachers was as high as 83.09%, the teacher's performance was equally high at 84.60%. Therefore, establishing that in-service training for teachers was fundamental to teachers' performance confirms the research in place. However, it adds majorly to the aspects of guidance and counseling teachers, which did not feature in most of the initial research that focused on in-service training.

Further from this research, the most affected aspect of teacher performance was the students' mean scores recorded, followed by the teacher lesson attendance and recovery, then TPAD scores. Therefore, this finding builds on those from Cwiklinski (2020), which established a positive correlation between in-service training and teacher retention. But to some extent, this research improved from the earlier studies, which focused on students' mean scores and teacher retention. Again, it is notable from the findings that the least number of teachers believe that social support impacts their TPAD scores.

Additionally, the principals, SCDE, and quality assurance officers unanimously agree that in-service training is essential in determining teacher performance. Only the principals acknowledge the need for guidance and counseling teachers to maintain them in the right psychological state and mood for proper school service delivery.

On the hand, students' views about the teacher's lesson attendance and recovery and the students' mean scores revealed a notable trend with the teacher's performance based on the frequency of in-service training. The higher the number of times a teacher underwent in-service training, the higher the chances that the teacher would attend and recover more lessons. Also, the students under that teacher who underwent in-service training recorded slightly higher mean scores as the frequency of in-service training increased.

Overall correlational analysis of the data generated by this research indicates an extremely low correlation between social support and lesson attendance and recovery (adjusted  $R^2 = 0.000334$ , at  $F=0.355749$ ,  $p=4.6E-153$ , and  $t=68.10329$ ), slightly negative correlation with the students mean scores (adjusted  $R^2 = -0.00627$ , at  $F=0.751437$ ,  $p=2.9E-63$  and  $t=23.68098$ ) and extremely low correlation with the TPAD scores (adjusted  $R^2 = 0.00674$ , at  $F=0.171505$ ,  $p=5.9E-152$ , and

t=67.30152). Therefore, from the correlations, the principal's social support strategies insignificantly impact the teacher's performance. However, checking the coefficients of variables, the frequency of in-service training would result in an increase of 0.119476 in lesson attendance and recovery, an increase of 0.012693 in students' mean scores recorded in KCSE, and an increase of 0.150765 in TPAD scores. Notably, guiding and counseling teachers have the most negligible impact on teacher performance compared to in-service training. For instance, the coefficients indicate that increasing the frequency of guidance and counseling teachers negatively influenced their lessons attendance and recovery by -0.93565, negatively influenced students' mean scores in KCSE by -0.0699, and negatively influenced TPAD scores by -1.29714. It can be established from the correlations that whereas in-service training affects teachers' performance, guiding and counseling teachers does not affect their performance. However, from the in-depth explorations, some prospects of guidance and counseling are necessary for the well-being of teachers. Therefore, this calls for further study about guiding and counseling teachers, because majority of earlier studies did not feature it much.

## CONCLUSION AND RECOMMENDATIONS

The data indicates a minimal relationship between principals' social support and teacher performance. Even though the social support strategies that principals provide to teachers may have little impact on the teachers, principals should consider them selectively. For instance, they should support teachers who show extremely adverse social practices, newly recruited teachers, and teachers facing particular problems to ensure they stay in the right mood for academic instruction. Also, the principals should come up with refresher course programs for the continuing teachers since they impact the teacher's performance more. The refresher course can even have resource persons in each area sharing experiences with the teachers. However, research should be conducted to establish more on the principal's social support practices and establish if other aspects of the social support system would impact teacher performance to improve on the findings from this research.

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