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The Influence of Teachers Service Commission's Strategic focus on Teachers' Performance in Public Secondary Schools in Migori County, Kenya

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Abstract

Teachers are the central elements for the overall school's good performance, and their commitment to their job is a milestone for success, which comes as a result of motivation. For effective school operations, the employer should identify instruments and the most modern ways that can motivate teachers as they execute their roles. The motives of the teacher can be synergetic depending on the drive and at the same time antagonistic when the drive is withdrawn, as it seeks to improve the efficiency, analysis, and the tools that they can apply to help improve the learning outcome. Notwithstanding some influences brought about by Teachers Service Commission's strategic focus to all the teachers in the country, there are improved levels of teacher performance from the neighboring counties than Migori, thereby, leading to the purpose of the study: to establish the influence of Teachers Service Commission's strategic focus on teachers' performance within Migori County, Kenya. A cross-sectional survey was employed for the study with a population of 3010 teachers, 27 principals, and 10 Teachers Service Commission Sub-County Directors of Education. Simple random sampling pegged at 30% was used to select 81 principals, purposive sampling was used to select 10 TSC Sub-County Directors of Education, and Cluster sampling was used to select 346 teachers, making a total of 427 respondents. Research questionnaires were

administered to teachers and principals, and a Focus Group Discussion was conducted with the teachers. At the same time, the interview guide was used to collect data from TSC Sub-County Directors of Education. A pilot study was done in each category of the respondents to establish the validity of the research tools, where 36 teachers, eight principals, and 2 Sub-County Directors of Education were included. The test-retest method was used to test reliability, and Pearson's product-moment correlation coefficient was further used to determine the reliability coefficient of .70 and above, ascertaining the reliability of the instruments. Quantitative data was analysed using descriptive and inferential statistics, where frequency counts, percentage, mean, and standard deviation were used, while qualitative data was coded, transcribed, and organized thematically. The study established that the Teachers Service Commission's strategic focus has a moderate positive motivational influence on teacher performance ($r=0.549$, $p<.05$). From the findings, the null hypothesis was rejected. The findings of the study may be of value to the Education developers, the employer, and stakeholders to help improve the reward system and invest significantly in the teachers who enhance improvement and the best results on learners' academic achievements.

Keywords: Motivation, Strategic Focus, Teacher

1. Introduction

In the current world view, educators should be able to embrace interdisciplinary approaches which are able to enrich student engagement and be able to produce innovative thinkers who are able to solve real world problems. For the teachers to be able to lead ambitious, integrated initiatives in their work, as relevant educators, their professional development which equips them with the right tools and strategies needed to navigate these approaches should be considered (U.S National Science Foundation, 2024) ^[61].

A real strategy involves a clear set of choices that define what the teacher is going to do and what should not be done (Shah & Paudel, 2018) ^[52]. The best direction for improving the teaching service and protection of the learners for the coming years is clearly stated in the Teachers Service Commission's strategic plan for the period between 2019 and 2023, which further translates to a strategic focus that, when adhered to by the employer, will yield positive productivity in the employees who are

the teachers.

To achieve the desired result, Vermeulen (2017) ^[63] states that there must be a strategy, which is an action that the employer takes as a general direction set for the school and its various components to attain a desired goal in the future. In Kenya, TSC is a mandated commission established as a constitutional body under Article 237 by the Act of Parliament (2019) ^[1] to undertake all teacher management functions, especially for registered trained teachers. In this context, teachers would wish to complete the syllabus, and their learners can attain good grades in their studies after going through the four years in a secondary school.

Bonnici (2015) ^[8] on strategic management, has defined strategy as a means by which policy is implemented and the opportunity provided for greater variety in teaching methodologies, autonomy in work schedules, and increased responsibility so that the effort of the teachers can be realized as observed in Vroom (2000) ^[64] theory of motivation which states that, individuals are unique and may have a unique source of motivation and the type of incentives will help people be satisfied to improve their performance at work.

Motivation which is the inner urge made by an individual to achieve their target and satisfy individual needs (Srivastava & Barmola, 2011) ^[53], gives a clear view of strategic focus; without it, an individual cannot achieve either satisfaction or better the desired results. To achieve the desired result, Vermeulen, (2017) ^[63] states that, there must be a strategy which is an action that the employer takes as a general direction set for the school and its various components to attain a desired goal in the future.

One of the most important inputs into the quality of education in any given institution is the teacher who is committed and dedicated to the work. The commitment can be viewed in terms of the input by the teacher during ordinary school working hours and even when off duty, on factors related to the learner's acquisition of knowledge. Research that was done in America on health psychology by Tomporowski *et al.* (2018) ^[58] supports that physical activity, which increases neural activity in the brain and executes brain functions such as attention span and working memory, leads to a strategy that promotes high academic achievements. This affirms that linking TSC's motivational strategies to teachers' performance may be a way of increasing the performance of the students (TSC handbook on Decentralized Teacher Management Functions, 2015) ^[57]. In Cameroon, Etomes and Molua (2019) carried out a study on strategies focus geared towards enhancing the productivity of secondary school teachers and they came out with the findings that, effective team work between the teachers is vital, they further suggest that principals should use a coherent plan that will enhance proper communication, conflict management, proper care developed from a conducive environment, and proper surveillance to help improve on teachers' productivity.

Teachers Service Commission (TSC) is a mandated commission established as a constitutional body under Article 237 by the Act of parliament (2019) ^[1] to undertake all teacher management functions, especially for registered trained teachers. The best direction for improving the teaching service and protection of the learners for the coming years, is clearly stated in the TSC strategic plan for the period between 2019 and 2023 which further translate to strategic focus which, when adhered to by the employer will

yield positive productivity on the employees who are the teachers.

For effective performance to be implemented in any organization, actions taken to achieve the goals of organizational strategies will help find the best future path to reach the destination, which is the Strategic focus. This fact has been observed by O'Regan and Ghobadian (2003) ^[44] when they reported that if TSC involves other management during strategy formulation, implementation will be more straightforward because managers and employees who are the teachers will be quite conversant with and become fully committed to the new strategy.

A study conducted by (Mwangi 2017) ^[43] while addressing the effectiveness of strategic planning process in the management of secondary schools in Nakuru North established that involvement of other education stakeholders in decision making highly influence their performance at work. Cognizant of the central role played by teachers and principals in the implementation of curricular, then there is need to establish the status of strategic focus in influencing teachers' performance.

Drastic measures should be implemented to enhance motivational strategies that will ensure that teachers within the county are re-tooled; otherwise, the performance level of the teachers will be low.

Table 1: Teachers Service Commission Motivational Strategies in Migori County from 2022- 2024

Year	Incentives (POYA, TOYA)	Career Progression (Promotion)	Teacher management (Guidance and Counseling)	Strategic direction (SMASSE training)
2022	4	1759	4	103
2023	6	74	3	134
2024	3	56	5	120
Total	13	1889	12	357

Source: Migori County Director of Education Office (2024)

Table 1.1 revealed that out of the 3,290 secondary school teachers within Migori County, only 357 teachers have undergone the re-tooling training. Based on the above premises, research needs to be conducted to look into the Teachers Service Commission's strategic focus and its Influence on teachers' performance in public secondary schools in Migori County.

1.2 Strategic Focus and Teachers' Performance

A study carried out by Lisa (2019) in a Western Australian public school revealed that teachers grow their professional practices and generate improved student outcomes when they teach in a school where there are clear expectations of the teachers in terms of the quality of their practice and where there is professional support in the areas of teachers' needs. This observation is in line with what is stated in the Strategic Planning Guidelines (2012) as a legislative requirement for Victorian schools that warrants that a clear rationale and values are set up for the schools and communicated through targets, objectives, and key change procedures.

The content in the Strategic focus can be implemented through the re-tooling of the teachers. It can also be attained through the proper elaboration of the educational policies as contained in the TSC Strategic Plan (2015-2019), which guides the commission on the proper policy involvement.

Human resource functions, which involve staffing, assortment, exercise, allocations, promotions, and dismissals of employees, should be well planned to properly implement the strategic plans (Beardwell & Claydon, 2007) ^[4]. TSC is an employer and supervisor, and directs the services done by the teachers, which further translates to determining the necessary expertise for the country's economic and social development. The commission should therefore ensure that proper strategies that influence the prospects that are attainable at all the levels as part of its strategic plan (TSC Strategic Plan, 2019-2023) are well laid out.

The school strategic plan is a stage for encouraging dialogue and level-headed discussion around the strategic focus and advancement of the school (Saber, 2012) ^[49] even though, some teachers turned out of their ways when implementing teaching strategies and this has been source of their downfall while others have stuck to their goals despite changing environmental conditions (O'regan & Ghobadian, 2003) ^[44]. A report done by Save the Children (2011) ^[51] indicated that not all teachers in developing countries participate in the formation of education policies, as some of them were viewed as inert parties of education restructurings (IIEP, 2015) ^[23]. Therefore, there is a need to give proper direction to help these teachers remain relevant or be brought back into the system.

1.2.1 Re-tooling and Teacher Performance

Re-tooling is the training on relevant courses and activities in which a serving teacher may participate to upgrade his/her professional knowledge, skills, and competence in the teaching profession (Uztosun, 2017) ^[62]. The training programmes are necessary to reorient teachers to new goals and values, to train them in new teaching and learning methods, to prepare them to cope with the curriculum changes, and to provide them with the knowledge and skills to teach new learning areas (Al-Zoubi, 2015) ^[2].

According to Sabre (2012), re-tooling is a significant force in the economic success of any institution, and an educational institution cannot afford not to develop the requisite workforce to support both the productive and service industries. This has also been echoed by Saif *et al.* (2012) ^[50] that training and development have become the most important factor in the world today, because it increases the efficiency and the effectiveness of both the teacher and the teachers' service commission, which is the employer (Dolores & Ernest, 2018) ^[17]. A study carried out by Amadi (2010) ^[3] in Nigeria on re-tooling and professional development of teachers defined it as a workshop for employed professionals, paraprofessionals, and other practitioners to acquire new knowledge, better methods for improving their skills towards more effective, efficient, and competent rendering of services in various fields and to diverse groups of people.

Recent development on the TPAD, which is a tool that allows teachers to improve their performances, competencies, and teamwork, has received much consultation across the board that helps them exploit their potential to raise their professional standards (Gathogo, 2017) ^[20]. The success of a curriculum is highly related to its practical implementation, which should be closely monitored, and this can be advanced through a bridge between prospective and experienced teachers, who can meet the emerging challenges related to their professional standards and self-upgrading in different personal development, as viewed by Che and Che (2014).

Re-tooling enables teachers to be more systematic and logical in their teaching styles as they can identify and evaluate critically the culture of the school, which can bring change to the working culture (Kazmi *et al.*, 2011) ^[25]. To support this, Ekpoh *et al.* (2013) ^[18], while researching on staff development programmes and secondary school teachers' performance, also agreed that teachers who are re-tooled perform well in their work especially when they further train in specific subject area, classroom management, teaching methods and evaluation of students, which are all pointers to teachers' performance.

UNICEF-Uganda (2017) ^[60] and Mwangi (2017) ^[43] discussed two methods of strategic planning that can help lead to the right strategic direction: the Sinaic Approach, where the plan or direction is given by one person at the top. In this, one person or a group of individuals is concerned with formulating the plan, which amounts to a dictatorial type of leadership, according to Sigmund Freud. The other one is the Consultative Approach, where all stakeholders are consulted from the start. In this approach, members own the ideas. Some of the most successful institutions set strategies for every department through the teachers; this can only succeed when all the stakeholders are consulted from the start. In this approach, members own the ideas. Some of the most successful institutions set strategies for every department through the teachers; this can only succeed when the quality of leadership is well planned (Muller, 2001).

From the studies discussed above, a strategic focus that will lead to high-quality teaching-learning opportunities has been discussed. However, no specific study on TSC's strategic focus that influences teachers' performance in public secondary schools has been conducted, thereby leaving a gap that tends to be filled by the study.

2. Research Methodology

A descriptive cross-sectional survey research design was adopted for the study because it is commonly used to study phenomena in social and psychological research. The aspect enabled the major respondents, who were the teachers and the key informants, who are the principals, to describe their feelings on the TSC strategies' focus. Cross-sectional aspect enabled data to be collected across all ages of eligible respondents and presentation of data by use of frequency counts, percentages, and means (MacDonald & Headlam, 2009) ^[34], while the survey aspect enabled the collection of different kinds of information in a quick and at low cost compared to other methods like experimental.

The study employed mixed-method research approaches. This was achieved by the collection of quantitative and qualitative data by questionnaires, focus group discussions, and interview schedules, which were then integrated into the presentation of study results (Creswell, 2013) ^[16] to establish opinions and knowledge about the role of the TSC in teacher performance. The study population consisted of 3010 respondents drawn from public secondary school teachers, being the primary respondents, 271 Principals, and 10 TSC Sub-County Directors from the ten sub-counties in Migori County, who were the key informants. In this study, probability and non-probability sampling techniques were used (McCombes, 2022) ^[36].

Probability sampling technique was used to select teachers who had stayed in specific schools for over five years, thereafter cluster sampling was further used to identify these specific teachers depending on category and type of the

specific schools they were teaching in, while on the other hand, non-probability sampling technique was applied on selection of respondents based on convenience to select the principals from different categories of schools and the SCDE TSC from different sub-counties. The sample size for teachers was obtained using Krejcie and Morgan's (1970) [30] table, out of a target population of 3010, which was rounded off to 3500, giving a figure of 346, which was further used as the sample size of the teachers involved in the study. These teachers were proportionally allocated per sub-county, then a cluster sampling formula was further used to determine the number of teachers who were selected for the study in each sub-county (Hemming, 2011) [22].

Purposive sampling was then used because the study required public secondary school teachers who had stayed for at least five years in their present schools, thus could give the exact data that was vital in the study (Oso & Onen, 2011) [45]. However, 30 teachers were selected for piloting as recommended by Ching (2018). Cluster sampling of the schools as per the sub-counties was done, then, out of 271 principals (271 times 30 divided by 100), 81 were proportionately sampled depending on the type and category of the school (McCombes, 2022) [36].

All 10 TSC sub-county directors of education were picked for the study. Questionnaires (Jogulu & Pansiri, 2012) were intended for the principals and teachers as a significant data collection instrument, as they allow the study to include large samples for representativeness to inform the study on practices, opinions, and attitudes of respondents (Kothari, 2014) [31]. A focus group discussion was used to gather information from the teachers to help get the range of opinions that could not have been captured in the questionnaires and to collect a wide variety of local terms (Mondross & Wilson, 2020) [40]. An interview guide was used to get information from the TSC Sub-County Directors of Education (Kothari *et al*, 2014) [32].

To ensure the effectiveness of the research instruments used in the study, improvement of clarity, and ease of concepts and terms as used to test relevant interpretation of questions (Chin-Chung, 2018) [14], and also to assess bias, a pre-test was carried out as illustrated by Best and Khan (2006) [6]. Fraenkel *et al*. (2009) [19] noted that at least 10% of the study is adequate for a pilot study; therefore, 357 teachers (10% of 357), 30 were selected, 81 principals (10% of 81), and eight were selected. 10 (10%), 1 Sub-County Director of Education was involved in the piloting from their respective sub-counties. The focus group discussion guide was piloted in one sub-county, where the group consisted of 10 teachers. 2 Sub-County Directors of Education were involved in the piloting of the interview guide, as one is not interactive.

The tool was adjusted until it provided consistent results (Kothari, 2014) [31]. This was done by testing the instrument being subjected to pre-testing at Rongo University, after which necessary corrections were made. Based on the outcome, the instruments were revised in readiness for data collection (Kochambo, 2006).

To ensure the validity of the research instrument, the content validity was compared with the research objectives. The contents and the impressions of the instruments were improved based on the authorities' advice and comments. Instrument validity ensured that content items were well

represented on the actual research tools. The questionnaires were given to the two supervisors to evaluate and rate the degree of relevance of each item based on the objectives of the study on a scale of 1-4.

Data was collected on the two occasions, and Pearson's product-moment correlation coefficient was used to determine the reliability of the questionnaires at the set p-value of .05. A reliability coefficient of .70 and above was considered reliable for the teachers and similarly for the principals' questionnaires (Bonett, 2010) [7]. Data collected was analysed using quantitative and qualitative techniques, thus, a mixed method (Jogulu, 2011).

Quantitative data was presented on graphs, charts, and tables, and the analysis was done using both descriptive and inferential statistics, comprising frequency counts, percentages, and mean scores (Creswell, 2013) [16] on a Likert scale. An independent two-sample t-test was also used to test the significant differences between groups, thus the teachers and the principals, and inferential statistics (Pearson Correlation) was used to test the hypothesis. Statistical Package for Social Science, which handles a large amount of data, was used to analyse quantitative data, given its broad spectrum of statistical procedures (Martin & Acuna, 2002) [35].

Qualitative data was analysed thematically, where the responses from the interview schedule and focus group discussions were organised into themes, then the analysis was done and meanings given systematically based on four objectives. In order to determine the effectiveness of TSC strategies, a 5-point rating scale was used. Data was collected in the form of: strongly disagree 1, disagree 2, undecided 3, agree 4, and strongly agree 5 (Warmbrod, 2014) [65].

The mean rating was calculated by dividing the total scores per item by the number of respondents per item, which were further interpreted in agreement with Cheruiyot and Simatwa's (2016) [13] classification. Data on every sub-variable of every objective were organized in means, percentages and frequencies, then presented on a Likert scale, and the correlation coefficient of the teachers' and principals' perceptions, opinions, feelings and attitudes were tested using a t-test and the p-value calculated was used to help in the interpretation of the null hypothesis.

Table 2: Interpretation of Correlation Coefficient Values

R-value	± .1 -.19	± .2 -.39	± .4 -.59	± .6 -.79	± .8 -.99
Interpretation	Very low	Low	Moderate	High	Very high

Source: Chin-Chung (2018) [14]

The chosen significant level (R-value) was set at .05, such that if the p-value was lower or higher than .05, the null hypothesis would be rejected and a conclusion reached that there is a significant difference or relationship. Whereas if the p-value were more than .05, it would be concluded that there is no significant difference or relationship.

3. Results and Discussions

The questionnaires, interviews and focus group discussions were analysed, interpreted and discussed in Tables 4.25 and 4.26.

Table 3: Views of Teachers on Status of Influence of TSC re-toolin

Statement	Freq	%	Mean	SD	Freq	%	Mean	SD
Teachers' who have undertaken re-tooling training have always maintained good students' discipline	246	73.4	3.67	.99	89	26.5	1.32	0.35
Re-tooled teachers' have the best skills, knowledge and attitude of handling teaching pedagogy.	254	75.8	3.79	.95	81	24.1	1.20	0.30
A teacher who have been Re-tooled will always meet the target set in the TPAD on time	236	70.4	3.52	1.16	99	29.5	1.47	0.48

Table 4.25 shows that re-tooling influences different dependent variables affecting teachers' performance. Majority of the respondents (over 70%) agreed while (26.5%) objected that re-tooling influences teachers' performance and further from the mean ratings, re-tooled teacher will highly be able to disseminate the best skill required, have high knowledge and attitude of handling teaching pedagogy at a mean of 3.79 ($SD = .95$) followed by ability to maintain good students' discipline at ($M = 3.67$,

$SD = .99$) and finally meeting the set target as indicated on the TPAD at ($M = 3.52$, $SD = 1.16$).

Teachers who have both theoretical and practical knowledge of the TPAD will handle any issue with it without any difficulty. Ekpoh *et al.* (2013) [18] support that teachers who attend in-service training perform well in their work, especially when they further train in specific subject areas, classroom management, teaching methods and evaluation of students, which are all pointers to teachers' performance.

Table 4: Views of Principals on Influence of TSC re-tooling

Statement	Freq	%	Mean	SD	Freq	%	Mean	SD
Teachers' who have been re-tooled have always maintained good students' discipline	56	72.8	3.64	1.03	21	27.3	1.36	0.38
Re-tooled teachers' have the best skills, knowledge and attitude of handling teaching pedagogy	59	76.6	3.83	.94	18	23.3	1.16	0.28
A teacher who have undergone through training will always meet the target set in the TPAD on time	57	74.2	3.71	.84	20	26.0	1.30	0.29

Table 4.26 shows that majority of the Principals (72.8%, 76.6% & 74.2%) who responded agreed that the teachers who have been re-tooled have always performed exemplary better than those who have not as indicated from the analysis of their mean, rating it as high with a mean of 3.64 ($SD = 1.05$), ($M = 3.89$, $SD = .94$) and ($M = 3.71$, $SD = .84$) respectively, contrary to (27.3%, 23.3% & 26.0) principals who responded against the same views. Principals, as the respondents, had the highest regard for re-tooling as a factor influencing teacher performance.

Being the administrators on the ground, they can easily know the differences in input between the teachers who have gone through in-service and those who have not. With most emerging issues in education, teachers need to be kept abreast with new knowledge, as supported by Al-Zoubi (2015) [2]. Independent sample t-test was further used to test the Influence of TSC re-tooling process on teachers' performance between the teachers and the principals as indicated in Table 4.27.

Table 5: Independent t-test on Status of Influence of TSC In-Service Training

	Res	Mean	SD	t-test Sig. (2 tailed)
Teachers' who have undertaken in-service trainings have always maintained good students' discipline	Teachers	3.67	.99	t(410)= .281, p=.779
	Principals	3.64	1.03	
	Principals	3.83	.94	
A teacher who have undergone in-service training will always meet the target set in the TPAD on time	Teachers	3.52	1.16	t(410)= -1.370, p=.171
	Principals	3.71	.84	

Interpretation of Mean Rating

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High.

About the statement, "teachers who have been re-tooled have always maintained good students' discipline", the result shows that there was no significant mean difference, $t(410) = .281$, $p = .779$, between the mean ratings of teachers ($M=3.67$, $SD=.99$) and principals ($M=3.64$, $SD=1.03$), signifying that both teachers and principals have the same view on the influence of re-tooling towards maintenance of good students' discipline. Since the observed p-values ($p=.779$, $p=.701$ & $p=.171$) are all greater than the set p value ($\alpha=.05$), there is enough statistical evidence to confirm that there is a significant influence between Teachers Service Commission strategic focus and teacher performance in Public Secondary Schools within Migori

County, Kenya.

Specifically, this suggests that both teachers and principals affirmed that re-tooling highly influences the teachers' skills, knowledge, and attitudes toward teaching pedagogy. The results have also been echoed by (Saif *et al.*, 2012) [50] that training and development have become the most important factor in the world today, because they increase the efficiency and effectiveness of teachers. Educational policies, as a sub variable of strategic focus, were also rated in Tables 4.28 and 4.29, and teachers and principals gave their views.

An independent sample t-test was further used to test the Influence of educational policies on Teacher Performance between the teachers and the principals, as indicated in Table 4.30.

Table 6: Independent t-test on the status of influence of TSC educational policies

	Res	Mean	SD	t-test Sig. (2-tailed)
Clear rules and regulations are always given by my administrators to help me handle the learners with different disciplinary cases	Teachers	3.66	1.09	t(410)= -.437, P=.665
	Principals	3.71	.81	
Intended plans for the school are given on time to the relevant teacher to help address teaching and learning pedagogy	Teachers	3.60	1.07	t(410)= -2.708, p=.007
	Principals	3.95	.72	
The basic education framework gives a clear direction on what should be taught at any given level of learning	Teachers	3.87	.89	t(410)= 2.283, p=.023
	Principals	3.62	.80	

Interpretation of Mean Rating: 1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

The result in Table 4.30 indicates that teachers and principals affirm that clear policies and regulations always given by the administrators highly help them to handle the learners with different abilities, with teachers' and principals' mean rating performance at ($M=3.66$, $SD=1.09$), ($M=3.60$, $SD=1.07$), and ($M=3.71$, $SD=.81$), respectively. About intended plans for the school being given on time to the relevant teachers, the result indicates that communication of intended plans greatly helps teachers to address teaching and learning pedagogy. In all cases when their mean responses were subjected to independent sample t-test, all the observed

p values ($p=.665$, $p=.007$ & $p=.023$) were either greater or smaller than the set p value ($\alpha=.05$) confirming that, there is significant statistical influence between Teachers Service Commission strategic focus and teacher performance in Public Secondary Schools within Migori County, Kenya. In order to test the hypothesis and establish the influence of the Teachers Service Commission's strategic focus and teachers' performance, data on the views of teachers on the status of TSC's strategic focus and teacher performance were used in a Correlation analysis. The results are presented in Table 4.31.

Table 7: Influence of TSC Strategic focus on Teachers' Performance

		Strategic focus	Teachers performance
Strategic focus	Pearson Correlation	1	.549**
	Sig. (2-tailed)		.000
	N	412	335
Teachers' performance	Pearson Correlation	.549**	1
	Sig. (2-tailed)	.000	
	N	335	335

*. Correlation is significant at the 0.05 level (2-tailed).

The result indicates that the Teachers Service Commission's strategic focus has a moderate positive significant relationship ($r=0.549$, $p=.000$) with teachers' performance. Since the observed p value ($p=.000$) is smaller than the set p value ($\alpha=.05$), the null hypothesis is therefore rejected as the alternative hypothesis is accepted. Lussier (2019) explained that teachers grow their professional practices and generate improved student outcomes when they teach in a school where there are clear educational policies in terms of the quality of their practice and where there is professional support in the areas of teachers' needs.

4. Discussion

Re-tooling is very important to the teachers as it is through it that meaningful curriculum development can take place in the daily routine of a classroom (Osamwonyi, 2016) [46]. It also helps the teachers acquire new knowledge, better methods of improving their skills towards more effective, efficient and competent service to their clients, who are the learners, as also viewed by (Amadi 2010) [3].

Qualitatively, teachers' re-tooling equips them with the necessary skills for proper management of student discipline. The findings are consistent with (Amadi 2010) [3], who further considers re-tooling as a workshop for employed professionals, paraprofessionals and other practitioners to acquire new knowledge, learn about better methods for improving their skills towards more effective, efficient and competent rendering of services in various fields and to diverse groups of people.

The Sub-County Directors, in an interview, explained that the Teachers Service Commission implements performance contracting, teacher appraisal, target setting, and use of

professional records to ensure that they improve on teachers' performance. This is done with the aid of the TPAD, which is a tool that allows teachers to improve their performance competencies by identifying performance gaps that need to be addressed, bringing harmony and teamwork since there is much consultation across the board. It also helps in exploiting their potential to raise their professional standards (Gathogo, 2017) [20].

The observation confirms that in-service training enables teachers to be more systematic and logical in their teaching styles as they can identify and critically evaluate the culture of the school, which can bring change to the working culture (Kazmi *et al.*, 2011) [25]. The training programmes are necessary to re-orientate teachers to new goals and values, to train them in new teaching and learning methods, to prepare them to cope with the curriculum changes and to provide them with the knowledge and skills to teach new learning areas, which is in line with (Al-Zoubi, 2015) [2]. When there is a familiar feeling of reason and a mutual comprehension of what the school is attempting to accomplish regarding student achievements, and when ideas are discussed with the relevant stakeholders, then the outcome for the teachers will be improved (Mwangi, 2017) [43]. O'Regan and Ghobadian (2003) [44] reiterate the findings while stating that if TSC involves other stakeholders during policy formulation, implementation will be more straightforward because managers and employees who are the teachers will better understand and become fully committed to the new strategy. The statement is also supported by Vermeulen (2017) [63], who states that the schooling system provided by the principals must provide the proper strategic focus that will lead to quality teaching-

learning opportunities to meet the educational needs of all the learners when education stakeholders are brought on board.

Ministry of Education Science and Technology (2016) [38] argues that motivational strategies that will influence the teachers to perform their work as required, which will also enhance the development of effective educational strategies, and the enhancement of the local community and parents (Yaakob *et al.*, 2019) [67] should be encouraged for an effective education system. Moreover, it suggests that teachers and principals do not share beliefs, values and actions in addressing teaching and learning issues; hence, these can bring discord leading to demotivation of teachers in the line of duty.

On the need for clear educational policies, given through the strategic focus by the employer in learning institutions to set proper expectations that ensure students receive a good education and create a safe teaching and learning environment, it was observed that with clear rules and regulations given to teachers by administrators, teachers' performance is expected to improve significantly. Gathogo *et al.* (2012) further expound that for effectiveness and efficiency in teacher performance, free flow of information should be encouraged to ensure that intended educational policies for the school are disseminated on time.

Teachers highly rated the influence of the basic education framework in giving clear direction on what should be taught at different levels. Teachers and principals acknowledge that the basic education framework gives a clear direction on what should be taught at any given level of learning. This finding concurs with (Gathogo 2017) [20], who affirms that policy documents are very vital in guiding teachers when planning activities for learners and setting targets that meet educational goals. The study further sought to know the proportion of schools that have a strategic plan from the teachers, who were the respondents. The strategic plan was important to the study because this document shapes the specific objectives the teachers intend to undertake to overcome the challenges they may face on the way to goal achievement (Keith 2016) [26]. It spells out the strategic focus the teacher will take to lead from the start, which requires much preparation to the finish, that is related to the outcome of the students' final result. The result of the analysis is presented in Fig 1.

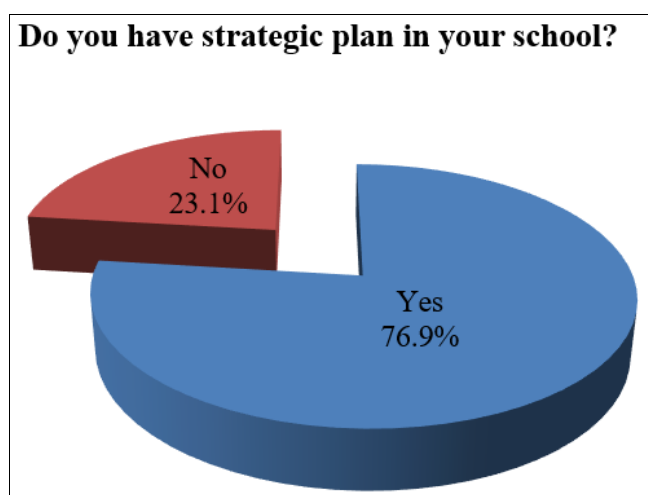


Fig: Proportion of schools with strategic plan in Migori County

The study established that the majority, 317 (76.9 per cent) of respondents confirmed that their school had a strategic plan, whereas 95 (23.1 per cent) indicated a lack of a strategic plan. This is an indication that schools are increasingly adopting strategic planning to guide the management of secondary schools. A strategic plan is an administrative tool that helps a school to enhance its performance by aligning the focus and future direction through making regular adjustments to varying academic circumstances (Establishment for Educational Programme, 2015).

5. Conclusions

There is a statistically significant influence between the Teachers Service Commission's strategic focus and teacher performance in Public Secondary Schools within Migori County, Kenya. Specifically, the Teachers Service Commission's strategic focus has a moderate positive motivational influence ($r=.549$, $p=.000$) on teachers' performance because of efficiency in the dissemination of information as stated in education policies.

6. Recommendations

The Teachers Service Commission should develop a guideline on Re-tooling to elaborate on the strategic focus and policies for efficiency in the operation of providing quality education to learners.

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