TEACHERS' PERCEPTION OF THE IMPACT OF SELECTED FACTORS ON PERFORMANCE OF INSTRUCTIONAL TASKS IN SECONDARY SCHOOLS IN GANZE SUB-COUNTY, KENYA

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A Thesis Submitted to the Institute of Postgraduate Studies of Kabarak University in partial fulfillment of the Requirements for the Award of Master of Education (Management and Leadership) Degree

KABARAK UNIVERSITY

NOVEMBER, 2025

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DEDICATION

Firstly, I dedicate this proposal to the Almighty God Jehovah for being my strong pillar and source of strength and determination throughout this course. Secondly, I dedicate this work to my mother, Margaret Nyaboke. May her soul rest in peace. Last but not least, I would like to extend my gratitude to my family and friends for their moral, emotional, spiritual, and financial support.

ABSTRACT

Due to the persistent poor performance in Ganze Sub-County, this study aimed to examine teachers' perceptions of the impact of selected factors on the performance of instructional tasks in secondary schools in Ganze Sub-County, Kenya. The objectives of the study were to assess teachers' perceptions of the relationships between socio-economic factors, decentralization, environmental factors, the availability of ICT resources, and their performance of instructional tasks in secondary schools in Ganze Sub-County, Kenya. This study was guided by Instructional Leadership theory. A descriptive survey design was used. Closed-ended questionnaires and interview schedules were used to collect data from the respondents. The target population was 249 teachers and 21 principals. Stratified and proportionate sampling techniques were employed to determine the number of teachers participating in the study from each school, and simple random sampling was used to select the actual participants. The study's final sample size consisted of 170 teachers and 21 principals. Piloting was carried out in two schools. The quantitative data were analyzed using SPSS, while the qualitative data were analyzed using thematic analysis. Research instruments were evaluated for content validity, and reliability was established using the test-retest method. The instrument yielded a reliability coefficient of 0.924. The results were then presented in tables and direct textual reporting. The study found that 65.8% of the teachers agreed or strongly agreed that socio-economic conditions impacted their ability to carry out instructional tasks. Additionally, 73.4% agreed or strongly agreed that delocalization disrupted their work, while 91.0% agreed or strongly agreed that environmental conditions affected how they performed their tasks. Furthermore, 72.3% agreed and strongly agreed that the availability of ICT resources played a significant role in shaping their performance. The study informs policymakers on interventions to address teachers' performance. The study urges school leaders to support teachers with resources, fair placement, and real-world challenges, so that every student receives a quality education.

Keywords: *Socio-Economic Factors, Delocalisation, Environmental Factors, Availability Of ICT Resources, Teachers' Perception, Instructional Tasks*

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LIST OF ABBREVIATIONS AND ACRONYMS

CBA	Collective Bargaining Agreement
ICT	Information and Communications Technology
K.C.P.E	Kenya Certificate of Primary Education
K.C.S.E	Kenya Certificate of Secondary Education
KNUT	Kenya National Union of Teachers
TPAD	Teacher Performance Appraisal and Development
TSC	Teachers Service Commission

CONCEPTUAL AND OPERATIONAL DEFINITION OF TERMS

Teachers' Perceptions: Teachers' own views and experiences regarding how various factors, such as socio-economic conditions, delocalization policy, environmental factors, and access to ICT resources, impact their performance of instructional tasks in Ganze Sub-county, Kenya.

Academic Performance: Academic performance refers to the mean grades achieved in KCSE examinations from 2018 to 2022 in Ganze Sub-county, Kenya.

Socio-Economic Factors: Socio-economic factors shall be cultural, social issues, and resources in the schools in Ganze Sub-county, Kenya.

Delocalisation Policy: Refers to the practice of assigning teachers to locations outside of their home states; this policy was later changed so that teachers would be placed in their home areas in Ganze Sub-county, Kenya.

Environmental Factors: These are issues in the physical environment that affect the performance of instructional tasks, such as floods, drought, landslides, water, temperature, and humidity in schools in Ganze Sub-county, Kenya.

ICT: These are Information and Communication Technology resources, such as computers, projectors, and printers, used in schools in Ganze Sub-county, Kenya.

Performance of Instructional Tasks: Performance of instructional tasks refers to how Teachers execute their instructional duties and shall be measured by students' achievements in K.C.S.E examination results.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Teaching is a vital component of education, playing a significant role in shaping the minds of the next generation. One of the most effective ways to teach the next generation is through projects that require them to learn (Allensworth et al., 2022). Allensworth and colleagues (2022) suggest that teaching and other instructional tasks can have a significant impact on how students learn and grow. Teaching well means not only providing students with information but also creating a classroom environment that fosters their learning and growth. To teach children effectively, teachers need to possess a deep understanding of their subject, be patient, and have strong communication skills. Additionally, teachers need to be flexible so that they can meet the diverse needs of their students and ensure that everyone has a fair chance to learn and succeed. Teaching is a vital component of education and a crucial aspect of shaping the future of our society.

It is essential to consider carefully how to address this type of issue, as poor behavior can significantly impact children's grades. Teachers play a crucial role in the neurological system by keeping students on track (Leiber, 2022). Teachers play a crucial role in ensuring that pupils excel academically in school these days. One of the most important aspects of a teacher's job is ensuring that students perform well on their assignments. If pupils don't perform well in this area, it can have a significant impact on their academic performance in school.

According to Leiber (2022), teachers serve as the primary neurological mechanism for keeping students on track. They are responsible for creating a pleasant environment for studying, maintaining order, delivering engaging and relevant courses, and providing

students with constructive feedback on their performance. To keep their students on track, teachers must be knowledgeable about and skilled at a variety of tasks. They must be well-versed in the subject they teach and capable of explaining it properly to their students. They must also be able to assess how well their students are learning and adjust their instruction accordingly.

Teachers also need to be able to run the classroom well, in addition to these basic skills. This involves ensuring that students understand what is expected of them, adhering to rules and routines, and maintaining a safe and welcoming classroom environment (Bhadouria, 2024). Teachers also need to be able to work with students who have different needs and come from different backgrounds. They should be able to provide each child with the help and instruction they need (Qorib, 2024). To ensure that teachers can maintain effective instructional task performance, schools and districts need to provide them with the necessary support and resources (Pisriwati et al., 2024). This includes ongoing professional development opportunities, access to high-quality instructional materials, and support from instructional coaches and other experts.

In conclusion, maintaining good instructional task performance is crucial to ensuring students' academic success (Hmoud et al., 2024). The role of educators, especially teachers, is crucial in this process, and it is essential that they possess the necessary skills, knowledge, and support to succeed (Diab & Green, 2024). By providing teachers with the support they need, we can help facilitate access to high-quality instruction and opportunities for all students to succeed academically (Jardinez & Natividad, 2024).

The study aims to understand how teachers in secondary schools in Ganze Sub-County, Kenya, perceive the impact of various factors on their ability to perform instructional tasks effectively. The factors to be analyzed include socio-cultural factors, delocalization

policy, environmental factors, and the availability of ICT resources. The analysis of teachers' instructional performance is a crucial aspect of improving the quality of education. By understanding how teachers perceive instructional tasks, it becomes easier to identify areas for further development and provide the necessary support to enhance the teaching and learning process.

Socio-cultural factors such as language barriers, cultural beliefs, and social norms can have a significant impact on instructional tasks. The delocalization policy, which involves shifting teachers from one school to another, can also make it harder for them to perform their jobs effectively. Infrastructure and resources that are accessible can also impact how well students learn.

Finally, having access to ICT resources has become more and more important in modern schooling. The study examined the influence of technology on teachers' execution of instructional tasks and assessed their access to essential resources for integrating technology into their teaching. The study's main goal was to determine how teachers in Ganze Sub-county, Kenya, perceive various factors that influence their teaching. The results would help education identify areas that require additional support and provide the necessary resources to improve the quality of education in those regions.

1.1.1 Socio-Economic Factors

The article cited by Papa-Gusho and Biçaku-Çekrezi (2015) presents research conducted in Italy, elucidating the elements influencing teacher planning skills; nevertheless, it does not investigate the influence of socio-economic determinants on instructional planning, a critical educational activity. When teaching and learning, it's necessary to think about the students' and their families' socio-economic status, such as their income, wealth, and level of education. For instance, pupils from poorer families may have a harder time

getting to learning materials, technology, and other resources outside of school. This can make it more challenging for them to complete their homework and other assignments, which in turn may hinder their ability to fully participate in class discussions and activities. Teachers may need to do more to ensure these pupils have the tools and support they need so they don't fall behind.

Socioeconomic variables can also affect how pupils feel and behave in school. Students from low-income families may not perceive the benefits of education or have role models who have attended college. Teachers may need to put in more effort to engage these pupils in their learning and demonstrate how it can benefit them in the future. By taking into account social factors by taking into account economic concerns when organizing lessons, teachers can create a more inclusive classroom environment for all students to learn. This can result in improved academic performance and enhanced prospects for future success. Consequently, future studies must investigate the influence of socio-economic issues on teacher planning skills and the measures to mitigate them

Holguín and Morales's (2016) study in Colombia shows how socio-economic factors affect instructors in that country. Teachers are supposed to help with the teaching process so that pupils can reach their learning goals, but this can be challenging when there are social and economic problems. Jaworski and Potari (2021) suggest that instructors should continually develop their skills and knowledge to meet the demands of their roles. Nonetheless, the research conducted by Holguín and Morales (2016) revealed that socio-economic issues may impede professional advancement for educators in Colombia. The study focused on the impact of socio-economic factors on professional development, although it did not examine their effects on the execution of instructional tasks. It would be interesting to explore how socio-economic factors impact the performance of instructional tasks and whether educators can employ specific tactics to

overcome these challenges.

Future research may investigate the influence of socio-economic issues on teachers' instructional effectiveness and delineate optimal strategies for mitigating these problems. In general, the research by Holguín and Morales (2016) and Jaworski and Potari (2021) demonstrates the importance of supporting teachers and providing them with the necessary tools and training to address socio-economic issues and facilitate instructional processes effectively.

A study was conducted from 2018 to 2019 in Meycauayan, Bulacan, focusing on the instructional approaches of teachers. The primary objective of the study was to ascertain the influence of teachers' instructional techniques on students' academic achievement (Fransisco & Celon, 2020). The study conducted in Meycauayan, Bulacan, elucidates the significant influence of instructional techniques on student academic achievement. Teachers have a significant impact on how well their pupils learn, and the way they teach can have a substantial effect on students' academic performance. The study's results show that teachers need to use effective teaching methods that can assist pupils in achieving better academic results.

However, it is essential to note that the study did not account for the impact of socio-economic factors on the performance of instructional tasks. Socioeconomic factors, such as income, education level, and parental involvement, can have a significant impact on students' academic performance. Teachers should strive to adopt evidence-based instructional strategies that have been proven to be effective in improving student learning outcomes. By doing so, they can help students achieve their full potential and succeed in their academic endeavours.

In Kenya, stakeholders, such as the county's Ministry of Education, should make an effort to develop and fund education programs to reach students in the county (Muhingi et al., 2020). Early marriages, domestic chores, and pregnancies among girls should be handled to ensure steady teaching among female teachers (Kah, 2021). The issue of socio-economic factors impacting the performance of instructional tasks is a significant challenge faced by teachers in many parts of Kenya, including Ganze Sub-county. The study aims to understand teachers' performance in this regard and how it affects their ability to deliver quality education to students.

The study's findings emphasize the importance of teachers using proven educational methods to improve students' test scores. This finding lends credence to the idea that these practices are significant in shaping students' academic achievements. Nevertheless, it should be noted that this research has a notable limitation: it does not account for socio-economic issues, which have the potential to significantly influence both student achievement and the effectiveness of instructional tasks. Consistent instruction, especially from female educators, is hindered by factors such as early marriage, household duties, and pregnancy, particularly among females in Ganze Sub-county. The Ministry of Education and all other relevant parties must, therefore, take these socioeconomic realities into account when formulating educational policies and programs. Teachers can be better prepared to provide high-quality education in the face of these contextual constraints if they receive targeted support and interventions. This will improve student results and help the region's economy grow.

1.1.2 Delocalisation Policy

Another factor that the study sought to address was the delocalization policy. According to Clark (2017), the rate of teacher turnover in the United States has become greater than in other jobs due to decentralization (Metzger, 1987). Most teachers moved to different

schools, which disrupted the teacher-to-student ratio at those schools. Teacher transfer leads to significant teacher attrition in educational institutions (Loeb & Myung, 2020).

The delocalization policy has been discussed extensively in the US for a long time, as it can lead to teachers leaving their jobs and ultimately impact student performance. As we mentioned earlier, teachers who come from outside a specific area may struggle to adapt to the local culture, community, and school system. This might make teachers feel alone and burned out, which would lead to more teachers leaving their jobs. Delocalization can not only make it harder for teachers to stay in their jobs, but it can also throw off the balance of the teacher-student ratio at schools that are affected. When teachers move to different schools or quit the field of education, their former students are left without enough trained teachers. This might mean larger classes, fewer one-on-one interactions with teachers, and, ultimately, a less effective education.

Loeb and Myung's 2020 analysis found that teacher turnover is a significant reason why many teachers leave their jobs. Teachers who move to new schools may struggle to adjust to the new setting, which can lead to feelings of stress and burnout. The disruption of the students' learning environment could also harm their health and academic performance.

Delocalization can offer new ideas and perspectives to the classroom, but it's necessary to consider the potential negative effects and attempt to mitigate them. This could involve providing incoming teachers with aid and resources to help them become familiar with the local community and school system, as well as implementing plans to support teachers and improve student outcomes. Schools can enhance the learning environment for both instructors and students by ensuring that teachers feel valued and supported in their roles. The study aimed to examine the effects of the delocalization

policy on teachers' execution of instructional duties. In 2020, China faced a significant challenge in retaining qualified teachers in its schools, particularly in rural communities with limited resources.

The growing job markets and the multiple career routes open to teachers forced them to move from one school to another, which led to this dilemma. There is a lot of competition in China's schools. Top schools frequently hire the most accomplished instructors and compensate them accordingly, which helps them advance in the education system. They can also migrate to higher-paying employment within the school system, which makes it difficult for rural schools to retain good teachers.

Santos (2020) states that schools in disadvantaged rural areas struggle to retain qualified teachers. The teacher retention crisis in these locations was primarily caused by low pay and limited opportunities for advancement in the job. The Chinese government has been implementing various regulations to prevent teachers from leaving. For example, they have raised salaries, provided housing subsidies, and established a system that offers better jobs and pay to qualified instructors. In addition, the government has been investing in the development of rural education, improving infrastructure, and providing opportunities for professional growth.

Even with these efforts, the problem of retaining teachers in rural areas remains. The government needs to continue investing in schools and develop more effective strategies to retain teachers in remote areas. They also need to address the issue of urban and rural schools not having equal access to resources and opportunities. In conclusion, China's teacher retention dilemma in 2020 was a big problem for the education system, especially in rural areas. The government must continue to invest in education and make it easier for teachers to stay in rural areas, ensuring that all pupils receive a quality

education. Therefore, this study aims to investigate how delocalization factors affect the performance of instructional tasks by teachers in Kenya.

Some governments in Africa have introduced incentives to enhance teacher retention (Brown et al., 2020). The delocalization policy is a strategy that aims to redistribute teachers from urban to rural areas in an effort to improve access to education for children living in remote areas. It is a policy that several African countries, including Kenya have adopted. This study sought to explore how the delocalization policy in Kenya has Impacted the performance of teachers in carrying out their instructional tasks. The study employed a mixed-methods approach, combining both qualitative and quantitative data collection methods. The study aimed to determine whether teachers relocated to rural areas as part of the delocalization policy are more or less effective in carrying out their instructional tasks compared to those who remain in urban areas. It also sought to establish the factors that influenced the effectiveness of teachers in rural areas. The findings of this study have significant implications for policymakers in Kenya and other African countries considering the implementation of similar delocalization policies. It would help them understand the impact of such policies on teacher performance and how to improve the effectiveness of these policies.

1.1.3 Environmental Factors

The 2018 drought was a major event that affected Europe, with severe consequences for agriculture and the environment. According to Thompson et al. (2020), the drought was extremely severe, ranking among the worst of the 21st century in terms of scope and duration. The drought caused many crops to fail to grow well, which harmed local economies and food security. The drought also caused plants to turn brown in the summer, which was detrimental to the ecosystem. The 20) showed that a setting that isn't good for learning can make it harder for teachers to teach their students. Manafa (20)

conducted a study on imparting knowledge to students. This suggests that the drought may have also affected schools in the affected areas, demonstrating the far-reaching impact of the catastrophe.

Parts of Kenya also face a significant drought problem, similar to those in Europe. Ganze Sub-County, for example, is considered a hardship and drought zone, as noted by Anyango (2019). Such areas have limited access to resources and face significant challenges in terms of food security and economic viability. Overall, the 2018 drought in Europe serves as a reminder of the importance of environmental sustainability and preparedness for extreme weather events. The impacts of such events can have far-reaching consequences, impacting not only agriculture and the environment but also education and livelihoods. It is essential to address the root causes of drought and work towards creating more resilient communities. This research study was conducted to investigate the impact of environmental factors on teachers' performance in instructional tasks.

Floods can cause extensive damage to infrastructure, including schools. According to Ahmad (2021), floods often damage teaching infrastructure, which can impair a school's ability to function properly. This can lead to a disruption in the education system, with students unable to attend classes and teachers unable to provide instruction.

Although floods can have a significant impact on schools and the tools teachers use, relatively little research has been conducted to determine their effect on teaching duties. Chen et al. (2020) suggest that floods in Mainland South East Asia can alter the way schools typically operate. This includes having teachers, tools, and resources on hand, which can significantly impact how lessons are taught. Floods can also disrupt learning and class time because schools may have to close for an extended period. This can make

it more challenging for students to study and perform well in school. Floods can also make it difficult for pupils and teachers to stay focused and motivated, which can significantly hinder their ability to perform their jobs.

Floods are a major environmental problem that can harm schools in Mainland Southeast Asia. Floods can create challenges that make it difficult for teachers and students to focus and stay motivated. They can also damage classroom infrastructure and make it hard for kids to learn. Therefore, it is essential to take all possible measures to mitigate the impact of floods on schools and the education system as a whole.

Floods in East Africa hurt people, much like they do in Asia. (Nahayo et al., 2019) say that the northern, southern, and western regions of Kigali, Rwanda, are quite likely to flood. Floods can damage communication devices, such as network boosters (Goldhamer, 2021). Floods damage buildings and kill people (Mahmood et al., 2021). It is essential to understand how events like floods can impact the performance of instructional duties (Dolan, 2021).

The study aims to investigate the impact of environmental conditions, particularly floods, on teachers' fulfillment of their educational responsibilities. Teachers in Kigali, Rwanda's northern, southern, and western provinces are at risk from severe floods. The study looked at how floods affect the ability to do schoolwork, such as talking and Infrastructure problems and deaths. By understanding the perspectives of teachers. The study should help illuminate the importance of awareness of environmental factors and their impact on instructional tasks. The findings of this study could inform policy and practice in the education sector in Kenya and other regions prone to environmental factors such as floods.

People worldwide are concerned about global warming. Global warming makes it difficult for people to perform their routine jobs, which in turn makes the atmosphere less conducive to learning (Margaret et al., 2021). Because it hurts the environment, global warming is now a problem that affects everyone. Studies have demonstrated that it interferes with regular activities, including teaching tasks, potentially affecting teachers' performance. Kenya has recognized industrialization as a major contributor to climate change, as factories release harmful gases that harm the ozone layer. The ozone layer plays a crucial role in regulating climate change. As the Earth's surface becomes thinner, it warms, which can lead to drought and water loss.

This study aimed to analyse how environmental factors impact teachers' performance of instructional tasks. This study's results shed light on the difficulties instructors face due to climate change and the steps that can be taken to mitigate its effects on education. Policymakers can create more effective plans to support teachers in providing students with a quality education, even when global warming complicates matters, if they understand how climate change impacts educational outcomes.

1.1.4 Availability of ICT Resources

The study also aims to assess the availability of ICT resources. Many governments worldwide aim to increase the use of Information and Communication Technologies (ICT) in schools, primarily to enhance education accessibility and quality (Cone et al., 2021). Globalization and the transition to a knowledge-based economy require educational institutions to cultivate individuals' capacity to utilize knowledge in fluid contexts. This goal can be reached by the use of ICT (Stănciulescu & Scarlat, 2021).

Using ICT resources in education is crucial these days to enhance the quality of learning and facilitate access to education for all. As the economy becomes increasingly

knowledge-based, schools must help students learn how to apply their knowledge. Expertise in changing situations.

Using ICT resources can help you reach this goal. Nevertheless, it is essential to comprehend the influence of specific ICT resources on the execution of instructional tasks. This study aimed to analyse the impact of the availability of ICT resources on teachers' performance of instructional tasks in education. By exploring their viewpoints, we can gain valuable insights into the effectiveness of these resources in enhancing teaching and learning.

It is essential to note that while many governments worldwide promote the use of ICT resources in education, the impact of their utilization on instructional tasks remains unclear. Therefore, this study is critical in providing a deeper understanding of the role of ICT resources in education and their impact on instructional tasks. Overall, the results of this study will contribute to the ongoing discourse on the use of ICT resources in education and highlight important details for policymakers, educators, and researchers.

Education is crucial for a country's growth, and the US has numerous technical colleges. As a result, the use of ICT in teaching and learning is now required, leading to a strong demand for ICT access (Argüelles-Cruz et al., 2021). People think that teachers using ICT could make their lessons more effective (García et al., 2021). Teaching and learning have evolved beyond the traditional model of a teacher lecturing a passive group of students (Chorney, 2021). The results from America show why there is a huge desire for ICT access, but they don't indicate how it would impact the quality of students' schoolwork in Kenya.

Researchers say that the use of Information and Communication Technology (ICT) in schools is becoming increasingly crucial in today's digital world. The global pandemic

has made it even clearer that schools and colleges require technology in the classroom. To continue education, they have had to transition to online learning. In developing nations like Kenya, the impact of ICT on education is significant and far-reaching. Kenya's schools have improved significantly over the last several years, but there are still numerous challenges to address, including insufficient funding, inadequate facilities, and a shortage of qualified teachers. The Kenyan government has Acknowledged the importance of ICT in education and has made efforts to incorporate digital learning tools into classroom instruction. The government's Digital Literacy Program aims to provide every primary school child with a laptop to enhance their learning experience.

The use of ICT in education has the potential to improve the quality of education and increase access to education. With the use of technology, students can access educational resources from anywhere, anytime, and at their own pace. Teachers can utilize technology to create interactive and engaging lessons that cater to diverse learning styles, thereby making learning more effective and enjoyable.

Furthermore, technology can be utilized to track student progress and provide personalized feedback, which helps identify areas where students need improvement. This approach enables teachers to tailor their instruction to meet the unique needs of individual students, ultimately leading to improved learning outcomes. In conclusion, the use of ICT in education has become a global trend, and Kenya is no exception. The adoption of technology in education has the potential to strengthen educational opportunities and expand access. The Kenyan government's efforts to integrate technology into the education system are commendable, and it is hoped that these efforts will lead to a more technologically advanced and effective education system.

Information and communication technology (ICT) is in high demand and is crucial to the development of both developed and developing economies (Sahoo et al., 2021). In terms of ICT and economic development, China's One Belt, One Road (OBOR) initiative is quite ambitious (Ajami et al., 2021). It demonstrates that the availability of ICT in Asia is limited, prompting economies to seek greater access to it; however, it does not assess how the utilization of specific ICT resources would impact instructional task performance.

The importance of information and communication technology (ICT) in economic development cannot be overstated. From developed to developing economies, the demand for ICT is high, and its availability is critical to progress. China's One Belt, One Road (OBOR) initiative is a clear example of this, as it aims to improve connectivity and infrastructure across Asia, including in the ICT sector.

However, while the availability of ICT resources is important, it is also crucial to consider how the utilization of specific ICT resources can impact instructional task performance. This is an area that requires further research and evaluation, as different ICT tools and resources may have varying effects on instructional tasks and learning outcomes. As the world continues to rely more heavily on technology, it is important for economies to not only have access to ICT resources but also to use them effectively to achieve their development goals. This requires a deeper understanding of how specific ICT resources can impact performance and outcomes in various contexts, which can inform better decision-making and resource allocation.

(ICT) Information and Communication Technology (ICT) in Africa presents a significant opportunity to make a lasting and positive impact in the developing world (Avom et al., 2020). Both in the countryside and the city, the lives of the underprivileged have

improved significantly due to the general use of mobile access (Folwaczny, 2021). As supply expands and access costs continue to fall, all evidence strongly suggests that this pattern will persist (Runyon & Steffy, 2021). Mobile phones have grown in popularity in Africa more than other resources; therefore, the study focused on mobile phones and how the utilization of other selected ICT resources impacts the performance of instructional tasks.

The use of mobile phones in Africa has played a crucial role in enhancing access to information and communication technology, particularly in rural and underserved areas. With the continued expansion of mobile access and decreasing costs, there is great potential for further positive impact on the continent. This study will specifically focus on the utilization of mobile phones and other selected ICT resources in improving instructional task performance. By understanding the impact of these technologies on education, we can better support the development and growth of African communities.

In Kenya, the high cost of computers has remained a persistent challenge, despite efforts by various organizations and individuals to donate them to schools. According to Mutisya (2017), this challenge has hindered the effective utilization of ICT resources in schools. To gain a better understanding of how this issue impacts instructional tasks, a study was conducted to analyze the impact of the operational availability of ICT resources on the performance of instructional tasks. The study aimed to shed light on the challenges that.

Teachers face the operationalized availability of ICT resources, as well as identify potential solutions to improve their effectiveness in using these resources for instructional tasks. Across the world, the achievement of quality education, as emphasized in Sustainable Development Goal 4, largely depends on how effectively teachers carry out their instructional duties (Gunawan, 2025). In many developing

countries, however, teachers continue to face numerous challenges such as low socio-economic status, inadequate teaching resources, and difficult working environments (Pangilinan, 2025). In Kenya, Vision 2030 and various Teachers Service Commission (TSC) initiatives, among them the Teacher Performance Appraisal and Development (TPAD) system and the delocalization policy, were introduced to enhance teacher effectiveness and improve learning outcomes (Mabele et. al, 2023) and (Onyango, 2023). Despite these national efforts, teachers in marginalized regions such as Ganze Sub-County still work under difficult conditions characterized by widespread poverty, frequent droughts, and inadequate ICT infrastructure. These challenges necessitate exploring teachers' own perceptions of how socio-economic factors, delocalization, environmental factors, and access to ICT resources influence their ability to teach effectively.

Table 1 shows the performance of Ganze Sub-county Schools in the K.C.S.E national examinations between 2018 and 2022.

Table 1

K.C.S.E. Analysis of Ganze Sub-County Secondary Schools

Year	Kcse Analysis (Mean Grade)
2018	4.54
2019	3.28
2020	3.02
2021	3.25
2022	3.53

Source: Ministry of Education, Ganze Sub-County, Director (2022)

Table 1 shows that K.C.S.E national examinations in Ganze Sub-County, Kenya, have remained poor between 2018 and 2022. Appendix II shows the Kenya grading scale,

which indicates the points and marks required to achieve a specific grade. When you analyze Appendix IX, X, XI, and Table 1, it is clear that schools in Ganze Sub-County have persistently performed poorly.

The research examined how educators in Ganze Sub-county felt about the impact of certain socio-economic variables on their students' ability to learn. These factors included early marriage, domestic duties, and female pregnancies. The results are based on the opinions and experiences of educators who are involved in the day-to-day teaching in these economically disadvantaged settings. Their insights revealed that, although effective teaching methods remain essential for student achievement, teachers' ability to perform their jobs effectively is significantly influenced by external variables stemming from the local socioeconomic climate. In light of these views, it is evident that educational policy and planning must consider contextual factors. This study establishes the framework for informed interventions to improve instructional performance and, by extension, student outcomes byputting teachers' perspectives at the centre and shedding light on the real issues they confront in the classroom.

1.2 Statement of the Problem

The study addressed the consistently poor performance of students in Ganze Sub-county, Kenya. The sub-county has consistently recorded a mean grade of D+ over the past years, which has negatively impacted the students' ability to join universities and pursue degree courses. The study was focused on the relationship between the selected factors (socio-economic factors, delocalization policy, environmental factors, and availability of ICT resources) and teachers' performance of instructional tasks. Appendix IX highlights that only one school out of 19 had a high mean grade, while the rest displayed dismal performance. It is crucial to identify and address the root causes of the poor performance to prevent further decline and ensure that teachers can perform their instructional tasks

effectively. Failing to address the issue could have severe consequences not only for Ganze Sub-county but for the entire country.

While the Teachers Service Commission and the Ministry of Education have implemented several reforms, such as the Teacher Performance Appraisal and Development (TPAD) system, the delocalization policy, and various ICT integration programmes to enhance teacher effectiveness and improve learning outcomes, their real impact in hardship areas like Ganze Sub-County has not been adequately examined. Much of the existing research focuses on teacher performance at the national level, offering a limited understanding of how local socio-economic conditions, environmental challenges, and inadequate ICT resources influence teachers' daily instructional work. This study, therefore, sought to fill that gap by exploring teachers' own perceptions of how these factors impact their performance of instructional tasks. The findings are expected to provide practical insights that can guide policy and inform strategies aimed at strengthening instructional quality and learner achievement in rural and marginalized regions of Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate teachers' perceptions of the impact of selected factors on the performance of instructional tasks in secondary schools in Ganze Sub-county, Kenya.

1.3.1 General Objectives of the Study

To assess teachers' perception of the impact of selected factors on the performance of instructional tasks in secondary schools in Ganze Sub-county, Kenya.

1.3.2 Specific Objectives of the Study

This study is based on the following objectives:

i. To assess teachers' perception of the impact of socio-economic factors on performance of instructional tasks in secondary schools in Ganze Sub-county, Kenya.

ii. To determine teachers' perception of the impact of delocalisation on the performance of instructional tasks in secondary schools in Ganze Sub-county, Kenya.

iii. To investigate teachers' perception of the impact of environmental factors on performance of instructional tasks in secondary schools in Ganze Sub-County, Kenya.

iv. To establish teachers' perception of the impact of the availability of ICT resources on the performance of instructional tasks in secondary schools in Ganze Sub-county, Kenya.

1.4 Research Questions

i. What are teachers' perceptions of the impact of socio-economic factors on the performance of instructional tasks in secondary schools in Ganze Sub-county, Kenya?

ii. What are teachers' perceptions of the impact of delocalisation on the performance of instructional tasks in secondary schools in Ganze Sub-county, Kenya?

iii. What are teachers' perceptions of the impact of environmental factors on the performance of instructional tasks in secondary schools in Ganze Sub-county, Kenya?

iv. What are teachers' perceptions of the impact of the availability of ICT resources on the performance of instructional tasks in secondary schools in Ganze Sub-county, Kenya?

1.5 Justification for the Study

The KCSE mean grades recorded between 2018 and 2022 reveal that secondary schools in Ganze Sub-County, Kenya, have consistently performed below expectations, which is why this study is justified (Ministry of Education, 2022). This pattern is an indicator of more systemic problems that are impacting the ability of educators to perform their jobs effectively. Thus, the purpose of this study is to investigate teachers' perceptions of the impact of selected factors on the performance of instructional tasks in secondary schools in Ganze Sub-county, Kenya.

On a global scale, this research aligns with SDG 4, which aims to promote access to high-quality education for all and opportunities for continuous professional development. It adds to that objective by analyzing and identifying contextual barriers to good instruction. On a national level, the study lends support to Kenya's Vision 2030, which prioritizes education as a key means to achieve socio-economic development (Riechi, 2021). Without addressing the root issues, these development efforts could be derailed by Ganze Sub-county secondary schools' persistently poor performance (KCSE mean grades generally below 4.0 between 2019 and 2022) (Ministry of Education, 2022; see Table 1, p. 14).

Being a hardship and drought-prone area, Ganze Sub-County presents particular regional challenges. Several sources have highlighted natural disasters, such as floods and water shortages, as significant obstacles to education (Anyango, 2019; Ahmad, 2021). According to Table 13 on page 60, 56.7% of the teachers in this survey agreed or

strongly agreed that environmental distractions, such as water scarcity, reduced their productivity. Additionally, instructional efficiency is hindered by socio-economic obstacles, such as low incomes, poor housing, and early marriages, especially among female teachers (Kah, 2021). According to Table 6 on page 45 of the report, 87% of the participating instructors felt that their lesson plans and classroom delivery were negatively affected by their low compensation.

High teacher turnover and family disturbance have resulted from the implementation of the delocalization policy, despite its intended goal of more fairly distributing teachers across the nation. According to several sources (Loeb & Myung, 2020; Santos, 2020; Table 10, p. 55), a number of educators were unhappy about being transferred to new locations, which impacted their morale and the consistency with which they perform instructional tasks. Chapter 4 of the study reports that 65.1% of teachers agree and strongly agree that relocation impacted the quality of instruction they provided.

It is also crucial to consider the availability of ICT resources. Despite the government's efforts to improve students' digital literacy (Luvale, 2025), many secondary schools in Ganze Sub-county still lack the necessary technology. Table 15, p. 64, indicates that 85% of respondents agreed or strongly agreed that their capacity to teach was impaired due to the lack of ICT resources, such as animations and simulations. This is in line with wider patterns observed in research, such as Mutisya (2017), which drew attention to the expensive and limited availability of digital resources in schools located in rural Kenya.

Thus, the timing and relevance of this work are impeccable. Educational policymakers will find this data useful since it provides information that can inform interventions regarding infrastructure improvement, resource allocation, and teacher deployment. Teachers have a voice and a platform to provide solutions, and school administrators can

use the findings to support their teaching staff better. The under-researched topic of instructional task performance in marginalized contexts will also gain from the study's contribution to the scholarship and research community.

This research sheds light on the genuine and pressing elements influencing educational outcomes in Ganze Sub-County, Kenya, by positioning the perceptions of teachers at the center of analysis. Its results will add to national and international conversations about education quality and equity, in addition to informing decisions at the local level.

1.6 Significance of the Study

If teachers' performance of instructional tasks is not well-managed in Ganze Sub-County, the County's Students' performance may suffer in the KCSE and be detrimental to their education. This is because the performance of instructional tasks by teachers is linked to socioeconomic factors, decolonization policy, environmental factors, and availability of ICT resources. The research will aim to inform further actions and policy-level intervention towards addressing teachers' performance of instructional tasks in Ganze Sub-County, improve performance at K.C.S.E, which may benefit the learners, and lead to policy formulation by the Ministry of Education on addressing the socio-economic factors that may highly benefit the teachers and the Ministry of Education altogether.

For teachers and school leaders, the study provides valuable guidance on strengthening professional support systems, mentorship, and the effective use of ICT to enhance teaching and learning. By demonstrating how socio-economic, environmental, and policy-related factors related to delocalization impact teachers' ability to perform their instructional tasks, the study contributes to informed decision-making aimed at improving the quality of education. Ultimately, it supports Kenya's Vision 2030 and Sustainable Development Goal 4 by promoting equitable access to quality education

grounded in the real experiences of teachers and learners.

1.7 Scope of the Study

The study was conducted in secondary schools in Ganze Sub-County, Kenya. Participants included school principals and teachers from local secondary schools. The variables studied were the performance of instructional tasks as the dependent variable and Independent variables, such as selected socio-cultural factors, selected environmental factors, delocalization policy, and availability of ICT resources, were chosen. The study's time scope was from 2020 to 2023.

1.8 Limitations of the Study

Like most research studies, this one faced a few limitations that are worth noting. Interviews were time-consuming. First of all, interviewing a specified sample made the process less time-consuming.

The research focused exclusively on public secondary schools in Ganze Sub-County, designated as a disadvantaged and marginalized region. Consequently, the results may not be entirely relevant to other areas with distinct socio-economic or environmental attributes. To mitigate this limitation, stratified and proportionate sample methods were employed to ensure equitable representation of schools from all wards within Ganze Sub-County, thereby enhancing the trustworthiness of the findings.

Another drawback stemmed from the utilization of self-reported data obtained via questionnaires and interviews. Response bias can affect these kinds of procedures. This is when people give answers that they think are socially acceptable or understand issues differently. To make the research tools clearer and more reliable, they were initially tested on a small group of people. To encourage honest and open involvement, respondents were assured that their responses would be kept confidential and private.

The study also focused on selected factors, including socio-economic factors, delocalization, environmental factors, and access to ICT resources, that impact teachers' performance of instructional tasks. Other potential influences, such as school leadership, teacher professional development, or student characteristics, were not addressed. The Instructional Leadership Theory helped us address this issue by clearly defining the study's focus and objectives.

Additionally, poor roads and long distances between schools made it challenging to conduct fieldwork in certain parts of Ganze Sub-County. There were also instances of insecurity in some wards that could have made data collection hazardous. Through meticulous planning, including obtaining an official research permit and special permission from the Office of the President in Kilifi County, these problems were mitigated. This made it possible to safely access all wards and do the study without major interruptions.

Despite these challenges, the study was carefully planned and executed to meet the standards of validity, reliability, and ethics. The results thus provide reliable insights into the elements influencing teachers' execution of instructional activities in Ganze Sub-County.

1.9 Assumption of the Study

During the research, it was ensured that the participants were honest. It was also presumed that they understood the questions well and answered them to the best of their knowledge and experience. The research further assumed that the tools used to collect data were clear to the respondents and that their responses truly reflected their views or practices related to the topic.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of current knowledge from various sources. The literature review comprises the following substantive findings: socio-cultural factors impact on the performance of instructional tasks, the impact of delocalization policy on the performance of instructional tasks, the impact of information and communications technology on the performance of instructional tasks, environmental factors impact on the performance of instructional tasks, and theoretical and conceptual frameworks.

2.1 Socio-Economic Factors and Performance of Instructional Tasks

Many recent studies have brought to the forefront the effect that home background, or community background, has on the academic performance of students at all levels of education in the school system (Dumont et al., 2012), as cited by Núñez et al. (2019). The study aimed to ascertain the influence of background on academic performance across all educational levels within the school system. Nevertheless, it did not evaluate the influence of community or familial background on the execution of instructional tasks.

In China, a student's performance in primary school dictates their eligibility for subsequent educational opportunities (Ma & Lee, 2021). For this reason, it is crucial to determine as soon as possible how a child's familial heritage affects them. These are how families impact their children's school performance and the teaching activities that their instructors conduct (Dar, 2021). First and foremost, parents compete with one another to provide their children with greater learning opportunities and better educational options, which in turn leads to improved academic achievement (Xin, 2021).

Second, the study habits and academic success of their children may be influenced by how their parents raise and assist them with schoolwork (Wang et al., 2021). Additionally, the academic performance of urban students is significantly affected by their families' socioeconomic position (Hou & Liu, 2021). This study aims to investigate the relationship between families' socioeconomic status and the implementation of instructional activities, as reflected in pupils' academic performance in Ganze Sub-county, Kenya (see Appendices IX, X, and XI).

Culture is what people do and believe (Cohen et al., 2016). The culture of the society determines approaches to education and instruction. For example, in Asia, people tend to view the world in terms of related items, whereas in America, they tend to view the world as distinct items (Ibarra-Esquer et al., 2017). Since culture influences learning and teaching styles, this study will investigate the impact of culture on instructional task performance.

Social organizations in schools are based on how specific tasks are organized and interrelated (Kools & Stoll, 2016). The social organization focuses on the division of labor, the hierarchy of departments, and the career ladders that teachers follow in a given school to accomplish their goals (Erlandson et al., 2020). For the most part, schools are at the top of the list where educational institutions become functional and effective (Connell et al., 2020). Rohlen (2021) argues that schools are an indispensable component of any society's overall social system.

Regarding operational, structural, and procedural dimensions, all types of innovations, as the world and society evolve, also impact education and schools (Jayabalan et al., 2021). As a result, schools cannot be recognised as separate from society's social structure and global innovations and changes (Schramm, 2021). Social organization is vital in ensuring

division of labor, but how does this impact the performance of instructional tasks? Does social organization positively or negatively impact the performance of instructional tasks?

Parent/ guardian involvement ensures a steady relationship with teachers that significantly impacts student performance (Cole, 2020). Schools must form a partnership with parents and develop shared responsibility for their students' achievement in the educational system to comply with integrated support for their pupils. As a result, parental participation increases parents' efforts to help their children (Đurišić & Bunijevac, 2017). The findings of Cole, Đurišić, and Bunijevac reveal that parental involvement improves student performance. However, they do not demonstrate how parental or guardian involvement impacts the performance of instructional tasks by teachers.

Parents' low level of education affects students' academic achievement and school outcomes (Duan et al., 2018). Parents' level of education can either ensure good or poor completion of assignments given as homework to students, and how they are also done matters. Positive parent involvement fosters students' relationships with teachers and enhances teacher productivity (Glenn II, 2021). It demonstrates that parents' educational levels influence their children's school performance, but it does not demonstrate the relationship between parents' educational levels and teachers' performance of instructional tasks.

Gender inequality is a significant issue that affects schools (van Hek et al., 2019). Girls are provided with fewer participation opportunities than their male counterparts. It then results in gender inequality (Dr. Radhika Kapur, 2019). The high demand from girls for opportunities highlights the need to address gender inequality in terms of opportunities.

Still, it does not show the impact gender inequality has on the performance of instructional tasks.

Apart from the fact that insecurity impedes student learning, it also interferes with the teacher's ability to instill knowledge due to the fear of insecurity. Schools often shut down, which prevents the government and non-governmental organizations from opening new schools (Hursh, 2015). Creating new schools is difficult when you're worried about your safety. However, what impact does insecurity have on the way teachers perform in the classroom?

People living in poverty are just as diverse as those from other socioeconomic backgrounds (Gorski, 2016). When addressing student needs, teachers must consider the challenges that poverty imposes on their daily lives and how they affect teaching and academic attainment (Ellison et al., 2021). Poverty has a profoundly adverse impact on various aspects of teachers' lives, including their health and well-being, access to physical and material resources, and mobility, all of which significantly impair their ability to teach (Ellison et al., 2021). This study aimed to investigate the impact of poverty on the performance of instructional tasks.

2.3 Delocalisation Policy and Performance of Instructional Tasks

The conflict arises from teacher transfer practices that separate families over time, resulting in lower welfare and productivity (Densmore, 2018). According to Phiri and Mulenga (2020), many reasons have led teachers in Zambia to request job transfers, such as divorce or disagreements with school administration; a lack of social amenities or improper deployment procedures; the schools' distance; the fear of witchcraft; or the need for professional development. Students' performance suffered because schools were understaffed, and teachers were disengaged and even absent for days at a time to access

local social services, which ultimately compromised students' education. According to Wu (2020), while each of these concerns demands an immediate response, it has been proven that rural school understaffing is often due to teacher transfers. However, the above-selected delocalisation policy factors do not elaborate on the relationship between the delocalisation policy and the performance of instructional tasks by teachers.

To improve the lives of rural school teachers, national authorities should allocate funds to essential social services, including hospitals, roads, banks, and power infrastructure (Anlimachie & Avoada, 2020). The transfer of teachers or the decentralization policy has resulted in an uneven teacher-student ratio at schools. Education International (2018) says that Mr. Dominic Mwaniki, the Elgeyo Marakwet TSC Director, told school boards not to hire teachers who aren't registered. If they do, they will hold head-teachers responsible if they find out about it.

People say that the location where the teachers are relocated is too far away, which makes it impossible for them to arrive at school on time (Foster, 2021). Teachers with health problems often struggle to adjust to their new surroundings after relocating (Cárdenas et al., 2022). The Ministry of Education states that the delocalization program is designed to improve the performance of schools in less productive areas. To do this, they would choose one of the teachers from a productive school to help teach kids in a less effective school.

Due to disagreements in implementing the teacher transfer policy, many teachers decided to quit their jobs and seek employment in the county office, thereby deepening the teacher shortage, which is exacerbated by difficulties with the decentralization policy (Octora, 2021). Not only that. Teachers think that delocalization is a waste of time because they have to move (Shutsa, 2020). The policy for transferring teachers is also a

reason for instructors to move to a different station (Minni & Jha, 2021). Since they secured the new senior position for which they applied (Mauko, 2021). The teacher transfer policy has both helped and hurt teachers and pupils. However, this information doesn't indicate whether it has affected the quality of assignments that teachers give to their students.

The friction arises from the fact that delocalization policies tend to separate families, which ultimately harms their health and productivity over time (Irungu, 2020). It depicts the Unionists blaming the TSC for unjust transfers (Jonyo & Jonyo, 2017). Washington (2020) notes that instructors who undergo the delocalization strategy are often relocated to different schools, which makes it difficult for them to see their families again. This can lead to divorces.

According to Chepkonga (2021), Keiyo KNUT Secretary Musa Busieni stated that the teachers' employers tend to disregard teacher welfare in the transfers under the delocalization policy. He complained that head-teachers who had barely a year to retire were transferred while others were ailing teachers. Such transfers could have a negative impact on them in several ways. It has sparked an ongoing debate on whether to adhere to the policy or dissent from it. The TSC commission is on board with it, while the KNUT commission isn't. The KNUT commission threatens to fight back to eliminate the delocalization policy.

Teachers who have specific illnesses or health problems are strongly advised to stay home, as environmental changes can exacerbate their condition. They should also inform their employers in advance to avoid any issues. It is also suggested that teachers who are ready to retire stay on and complete their six-month term to avoid any potential health issues that may arise in the future. The transfer of teachers or decentralization policy has

caused schools to endure an unbalanced teacher-student ratio (Education International, 2018). Thus, the Elgeyo Marakwet TSC Director, Mr. Dominic Mwaniki, warned school boards not to hire unregistered teachers, as they would hold head teachers responsible if they discovered any cases of such employment.

There has been considerable tension and disagreement regarding the delocalization policy, making it an ongoing debate (Rotich & Mulongo, 2014). The KNUT commission wanted to abolish it since they weren't involved in the decision-making process. Still, according to the TSC, the KNUT commission was fully aware of the policy. It was in line with that policy, as the applications stated that Sossion, being the General Secretary of the KNUT, participated and even signed the binding agreement. The applicable part of the CBA brings to focus that: "In undertaking deployment, the Commission will make every effort to decentralise the administration of public educational institutions." (See Appendix XII). The study aimed to investigate the relationship between decentralization policy and teachers' performance in instructional tasks.

2.4 Environmental Factors and Performance of Instructional Tasks

The environment primarily refers to the geographical area or surrounding conditions that affect human activity (Dong et al., 2020). Environmental factors are geographical circumstances that influence a particular outcome. Drought, pollution, humidity, and coastal lowland zones, which are influenced by terrain, radiation, and poor soil quality, among other factors, are examples of environmental factors (Panda et al., 2021). Harris et al. (2021) argue that employee safety, health, and environmental protection must be top priorities for employers, who must continually address these issues and incorporate effective solutions into their dynamic management strategies.

The function of teachers in the educational system has always been crucial. All

contemporary analyses of this country's educational system have acknowledged and emphasized this. However, their performance is the most crucial input in the education field. According to Muthinji (2012), as cited by Agyemang et al. (2020), the policies one lays down must ultimately be interpreted and implemented by teachers.

The amount of moisture in the air we breathe is called humidity. Excessive humidity can be unsettling because it creates an ideal environment for germs, bacteria, fungi, and other microorganisms to thrive, posing a significant health risk to humans (Odebode, 2017). High humidity impacts teachers' ability to perform instructional tasks because the atmosphere contains traces of moisture, which allows bacteria, fungi, and other organisms to grow and harm teachers' health (Yang et al., 2020). Research by Bais et al. (2018) shows that radiation is a form of heat.

That is directed from the sun to the Earth. Radiation can be so powerful that it causes sunburns. Drought is a significant issue affecting schools (Paik, 2020). Drought is primarily characterized by the prolonged absence of rain, which limits water sources. It affects the performance of instructional tasks, as it causes food loss (Bakht et al., 2020). According to Fu et al. (2020), teachers who eat healthily tend to be more active in performing instructional tasks, unlike those who undergo malnutrition due to a low food supply, water loss, and an increase in animal diseases, among other issues.

Floods damage school infrastructure and resources, rendering it impossible for teachers to perform their instructional tasks (Shah et al., 2020). According to Morote and Hernández (2020), floods have a profoundly negative impact on the performance of instructional tasks, as they lead to the loss of teachers’ lives and property. Emami (2021) argues that it can also lead to deteriorating health conditions and the destruction of infrastructures.

Air pollution affects teachers' health (Sun et al., 2020). According to Yang et al. (2020), air pollution negatively affects teachers' health, resulting in eye irritation, nasal congestion, and throat discomfort, and can even cause asthma. These results affect teachers' performance of instructional tasks (Okwa, 2016). Unlike predators, parasites are typically much smaller than their hosts and reproduce at a much higher rate. Infestation with parasites such as lice will impact a teacher's ability to conduct instructional tasks. (Goddard, 2016). Parasites depend on hosts to survive, whereas the hosts suffer significantly from the parasites.

According to Lin et al. (2020), high or low temperatures affect the teacher's ability to teach, making their environment uncomfortable for instructional tasks to be performed. Additionally, lighting is a crucial factor in ensuring effective classroom activities. The classroom activities are part of the instructional tasks.

Earthquakes can destroy school buildings and compromise the functional capacity of the education system, which in turn affects the performance of instructional tasks (O'Toole & Friesen, 2016). Nigeria has the largest economy in Africa, with a population exceeding 200 million. Nigeria faces numerous challenges as it strives to achieve the Sustainable Development Goals (SDGs), the most pressing of which is flooding, which has far-reaching consequences (Echendu, 2020). According to Kim et al. (2020), volcanoes have a long-term influence on altering the environment, resulting in significantly colder conditions. They also kill and damage plants in general, making it difficult to carry out educational duties.

Soil erosion has several effects that impact the performance of instructional tasks, including land degradation, reduced food and water availability, and compromised

aquatic life (Ukhurebor et al., 2021). After a landslide has occurred, the effects can be extensive, causing damage to property and infrastructure, and even resulting in loss of life, making the environment less conducive to the performance of instructional tasks (Fawmida & Kaleel, 2021). The environmental factors mentioned above have negatively impacted educational institutions, as shown. Still, little is known about the impact of environmental factors on the performance of instructional tasks from the teachers' point of view.

The air quality in the expanding cities of Kenya and the rest of sub-Saharan Africa is deteriorating. Concurrently, there is mounting proof that breathing polluted air might harm your health. Due to its close relationship with the weather, air quality is also susceptible to the impacts of climate change. Although health consequences are possible even without climate change, the frequency, severity, and geographic distribution of these effects will be affected by climatic shifts. (B. K. Mutai, 2018). This study aims to investigate how the selected environmental factors affect the performance of instructional tasks by teachers.

The selected environmental factors do not directly address the impact of the environment on teachers' performance of instructional tasks. However, it is essential to recognize that the environment can have an indirect impact on teacher performance through factors such as noise levels, lighting, and air quality, which can affect teacher focus, energy levels, and overall well-being. Additionally, certain environmental factors can directly impact a teacher's ability to plan, implement, revise, and evaluate instructional tasks effectively.

2.5 Availability of ICT Resources and Performance of Instructional Tasks

ICT stands for "Information and Communications Technologies," which primarily refers

to technologies that facilitate seamless access to information through telecommunications (Pattanaik, 2020). ICT is comparable to IT, which stands for "Information Technology," however, it focuses primarily on communication technology. The communication technologies include the internet, cell phones, and wireless networks, among others. According to Alvarado et al. (2020), ICT is vital in enhancing the performance of instructional tasks since it helps develop students' thinking in various ways that entail reasoning, creativity, and understanding.

Drill and practice is a method of instruction that entails the systematic repetition of concepts, practice problems, and examples (Eze et al., 2020). A tutorial is a method of knowledge transfer and may be used as a part of the learning process, often referred to as tuition (Goh & Sigala, 2020). It has become common practice to provide students with lessons using audio-visual tutorials in various professions. Video tutorials play an essential role in demonstration-based training. A student gains knowledge, abilities, and attitudes by watching easy-to-follow examples of accomplishing a task. According to Khodadadi & Emami (2019), although video lessons are widely utilized and disseminated nowadays, nothing is known about their efficiency or the design features of an efficient instructional design.

Computer simulations are also a part of ICT. They are mainly used to examine how objects or systems respond to changing environmental conditions that aren't easily incorporated into real life (Owens, 2021). However, most of this study's approach to using computer simulations overlooks the potential influence of instructor support, the lesson scenario, and the simulation's placement in the curriculum. (Rutten et al., 2012) cited by (Ibáñez & Delgado-Kloos, 2018). Computer games are also used for instructional purposes. According to Azar and Tan (2020), these are games played on a

computer, such as video games, card games, and puzzles, that effectively teach subjects like English.

Information and communication technology (ICT) is becoming increasingly vital (Szymkowiak et al., 2021). The demand for schools to incorporate ICT in teaching students the knowledge and skills they'll need to succeed in the digital age is growing (Mujtahid et al., 2021). According to Pooja (2021), the use and integration of ICT in the teaching and learning environment will provide teachers and students with more significant opportunities to collaborate in the global digital age.

Whether in the classroom, administration, online instruction, or other activities, ICT has the potential to play an increasingly essential role in education (McInroy, 2021). Teachers and students have a tremendous opportunity to utilize ICT to enhance teaching quality and learning in the classroom (Lawrence & Tar, 2018). According to Ürey (2021), computer problem-solving software develops an algorithm using a step-by-step list of instructions, with the help of a teacher, to solve any arising problem at hand.

As demonstrated above, ICT can be highly beneficial. ICT access is becoming increasingly popular over time, especially in educational institutions (Haydarova et al., 2021). ICT access is becoming more prevalent, particularly in educational institutions. Due to this, the study would be valuable in understanding how the operational availability of ICT resources impacts the teaching performance of instructional tasks both positively and negatively.

2.6 Theoretical Framework

2.6.1 Instructional Leadership Theory

Ronald Edmonds coined the term "instructional leadership" in the 1970s, when he began conducting a study on leadership and teaching (Beare et al., 2018). Edmonds asserts that

educators and administrators who prioritize student learning have a more significant impact on their students' academic success (Parkes & Thomas, 2007), cited by Tulowitzki 2019). Effective institutional leadership is essential for teachers to improve their teaching outcomes (Liu et al., 2021). According to the findings, effective institutional leadership is directly linked to better student learning outcomes. Effective school leadership has a direct impact on the quality of teaching and learning in educational institutions (Torlak et al., 2021). This particular theory focuses on the principal's curriculum processes and instruction management.

In what ways does leadership affect students' learning?' Robinson, V. (2017) carried out this investigation. After examining data from various research conducted in New Zealand and worldwide, the researcher discovered that instructional leadership (or student-centered leadership) had the most significant impact. Following a considerable body of research by many scholars and researchers, instructional leadership has consistently been shown to improve student learning outcomes in changing educational contexts.

According to Robison (2017), Instructional leadership, also known as student-centered leadership, has a significant impact on students' learning outcomes. This type of leadership is all about creating a safe and enjoyable learning environment for students to thrive and grow. This method emphasizes the importance of collaboration between teachers and students, with teachers providing active guidance and support as students learn.

Studies have shown that proficient instructional leadership has a positive impact on student achievement, attendance, and engagement. This is because children are more likely to be interested in and motivated to learn when their teachers and school leaders show them that they care about them. Additionally, instructional leadership has been

shown to increase teachers' job satisfaction and retention rates, as they feel more supported and respected in their roles.

Overall, instructional leadership is a crucial component of creating a positive learning environment for children, and its value can't be overstated. Schools can improve by focusing on student-centered leadership. This will help students do better, teachers be happier, and the school as a whole be more successful. Médica-Strother (2021) states that a great instructional leader should cultivate a school's culture around teaching and learning, ensuring that everyone in the organization is aware of and invested in the school's mission.

Instructional leadership theory helps us create conditions that promote learning (Y. Liu et al., 2021). Instructional leadership theory is an important tool for teachers and school leaders. Leaders can create environments that facilitate learning and help students reach their full potential by understanding the educational structure and process. This notion is based on the idea that effective leadership is essential to help students achieve better academic outcomes and ensure they receive a high-quality education. .

Using instructional leadership theory, teachers can gain a deeper understanding of how individuals learn and adapt their teaching methods to meet each student's unique needs. This theory also provides a way to examine and predict learning trends, which can help schools and districts develop plans to continue improving. In general, instructional leadership theory is a valuable tool for anyone seeking to enhance their understanding of education and support students' academic growth.

When people in charge focus on strategies that have been proven to help kids do better in school, this is called instructional leadership. (DeWitt, 2019). In a school setting, teachers are in a position of authority. Instructional leadership is regarded as one of the

most effective tools for improving educational quality (D. Hopkins, 2013), as cited by P. Hallinger et al. (2020). This is because instructional leaders are aware of what is happening in the classroom and work to develop their staff's capacity by enhancing their strengths and decreasing their weaknesses. Teachers are instructional leaders. They are trained and hired to teach, conduct research, create a positive learning environment, and set a good example. School principals are also teachers, which is why the research employed instructional leadership theory.

In summary, this study is guided by Instructional Leadership Theory, which elucidates the impact of effective school leadership on teachers' capacity to fulfill their instructional responsibilities. The notion underscores the significance of principals and other educational leaders in establishing an environment conducive to effective teaching and learning. This theory helps explain how leadership may influence the impact of socio-economic factors, delocalization, environmental factors, and the availability of ICT resources on teacher effectiveness in this study. Strong instructional leaders can help teachers address socio-economic concerns by ensuring that resources are distributed fairly and by providing them with the motivation they need.

They can also help instructors mitigate the negative impacts of delocalization by supporting them and assisting them in adjusting to new locations. In places where the weather is unfavorable, effective leaders strive to make schools safe and welcoming, enabling students to learn and teachers to teach. Additionally, leaders who utilize technology encourage instructors to incorporate ICT into their lessons, which enhances the quality of the lessons. Instructional Leadership Theory connects all the research factors by demonstrating how effective leadership can enhance teachers' job performance, ultimately leading to improved learning outcomes for students.

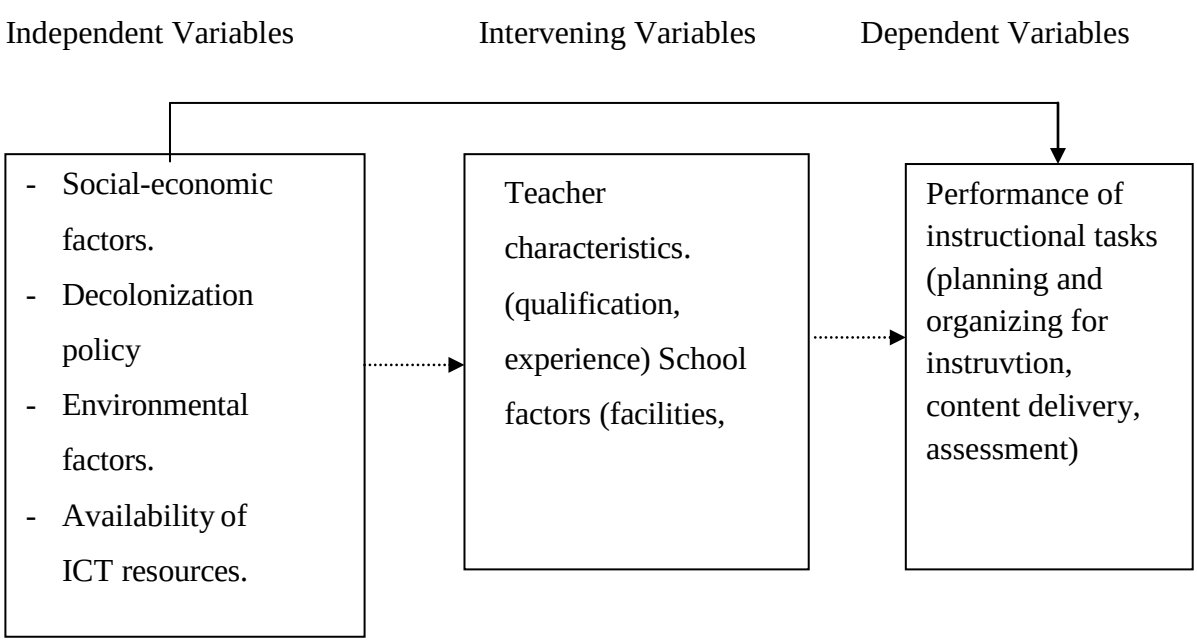
2.7 Conceptual Framework

The conceptual framework focuses on the variables that would be in play in the particular study. The variables include the independent, intervening, and dependent variables (Nobari, 2021). The independent variable determines how the dependent variable will behave. Figure 1 clearly shows how the selected factors impact instructional leadership in terms of the characteristics of an instructional leader. The intervening variables serve as a barrier to achieving the study's primary objectives.

This study examined teachers' perceptions of the relationship between selected factors and performance of instructional tasks. It was based on the premise that socio-economic factors, delocalization policy, environment, and availability of ICT resources are related to teachers' performance of instructional tasks. The interactions among these variables are depicted in Figure 1.

Figure 1

Conceptual Framework



Source: Researcher (2025)

Figure 1 indicates that the independent variables are socio-economic factors, delocalization policy, environment, and availability of ICT resources, while the performance of instructional tasks is the dependent variable. The figure shows that under ideal conditions, the performance of instructional tasks is totally dependent on the selected factors. However, under dynamic conditions, the relationship between the factors and the outcome is affected by the intervening variable. The intervening variables include: teacher characteristics and school factors. The effects of the intervening variables were minimised through sampling. The study involved only teachers who had a minimum qualification of a diploma in education or higher and more than two years of teaching experience. The study was conducted in Ganze sub-county, which had schools with nearly similar characteristics with regard to school climate and physical facilities.

2.8 Research Gaps

There is a lack of research on the impacts of these factors on teachers in Ganze Sub-county, Kenya, despite the abundance of literature on how different factors affect classroom instruction and student achievement. Based on literature and real-life experiences, this section identifies the specific gaps that this study aimed to address.

2.8.1 Knowledge Void

While some studies have examined student outcomes or overall educational performance (Allensworth et al., 2022; Diab & Green, 2024), few have specifically investigated how well teachers in low-resource areas, such as Ganze Sub-county, plan, implement, and evaluate lessons. The exact impact of socio-economic factors, environmental obstacles, teacher transfers (delocalization), and limited access to information and communication technologies on instructional task performance in Ganze has not been extensively

investigated, despite extensive research on these topics in other contexts (Papa-Gusho & Biçaku-Çekrezi, 2015; Holguín & Morales, 2016). To address this information gap, this study prioritizes the voices and experiences of teachers from Ganze (see pages 17–19 of the thesis for details).

2.8.2 Methodological Conflict

Lacking in comprehensiveness, previous research frequently depended on discrete quantitative or qualitative methodologies. Alternatively, this study used a mixed-methods strategy that combined questionnaires with in-depth interviews to provide a more comprehensive and nuanced picture of the difficulties encountered by teachers (Kinginger & Schrauf, 2023; see pages 49–51 of the thesis for reference). The results are more robust and credible due to this triangulation, which also fills the methodological gap.

2.8.3 Contradictory Evidence

Literature frequently conveys conflicting meanings. As an example, whereas some studies have lauded delocalization as a way to level the playing field in education (Loeb & Myung, 2020), other reports have highlighted its unforeseen impacts, such as the separation of families, low morale among teachers, and decreased performance (Clark, 2017; Santos, 2020). Research in low-resource environments, such as Kenya, reveals that inadequate skills and infrastructure often hinder the effective application of information and communication technology, despite its revolutionary potential (Cone et al., 2021; Mutisya, 2017). This thesis addresses these inconsistencies by grounding its conclusions in the actual experiences of teachers in Ganze Sub-county (see pages 26–28 and 76–79 for details).

2.8.4 Practical Implementation Gap

Although the goals of Kenyan policies, such as fair teacher deployment and the integration of information and communication technology, are admirable (Ministry of Education, mentioned on page 33 of this thesis), the reality is that they aren't always effectively implemented.

According to teachers, there are systemic obstacles, including inadequate school facilities, a lack of ongoing support, and inconsistent policy implementation. These inadequacies are not only identified in this study, but their effects on instructional quality are also investigated. The study enriches the conversation on fairness in education policy and the effectiveness of implementation by identifying and documenting these obstacles.

2.9 Conclusion

This study fills a need in the literature by examining the perceptions of Ganze Sub-county teachers, which has implications for both academia and policy. Poverty, teacher turnover, environmental crises, and digital gaps are some of the systemic challenges that are shown to have a tangible impact on classroom instruction through a mixed-methods study. Policymakers, educators, and researchers are provided with grounded insights to promote genuine change, since it both builds upon and humanizes the existing knowledge.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design, study location, target population, sample size, and sampling techniques. It also provides a description of the instruments, their validity and reliability, data collection and analysis, as well as ethical considerations.

3.2 Research Design

The mixed method approach was adopted during the study. This approach involves the collection and analysis of both qualitative and quantitative data (Kinginger & Schrauf, 2023). This study utilised the descriptive survey research design. The design focuses on gathering information about a specific group or phenomenon and providing a detailed and accurate portrayal of the characteristics and behaviors of a particular population or subject (Ansari et al., 2022). The descriptive survey does not involve any manipulation of variables. It helps researchers gain a deeper understanding of a specific issue and provides valuable insights that can inform future studies (Willemsen et al., 2021). The design was chosen because this study examined teachers' perceptions of the impact of selected factors on the performance of instructional tasks without manipulating variables. The selected factors were socio-economic, delocalization policy, environment, and availability of ICT resources.

3.3 Location of the Study

The study was conducted in Ganze Sub-county, Kilifi County. The sub-county comprises four wards: Bamba, Ganze, Sokoke, and Jaribuni. The sub-county occupies an area of 2,942 square kilometers and is located at coordinates 3° 32' 0" South, 39° 41' 0" East (Hoffmann, 2021). The population of the sub-county, according to KNBS (2019), was

143,906. It is inhabited by Kauma, Digo, Ribe, Chonyi, Giriama, Kaambe, Rabai, Jibana, and Duruma ethnic groups. The primary economic activities in the area include subsistence farming, formal and informal employment, tourism, and fishing.

The study location was chosen because teachers' performance of instructional tasks has consistently been unsatisfactory, as evidenced by below-average annual performance contract ratings (Sub-County Director of Education, 2022). Furthermore, students' achievement in national examinations has consistently been below average, indicating that teachers do not perform their instructional responsibilities effectively (KNEC, 2021, 2023).

3.4 Population of the Study

The study location, Ganze sub-county, had 21 public secondary schools at the time of the study. The study targeted all 21 principals and all 249 teachers in these public schools (Sub-County Director of Education [SCDE], 2021). The teachers were targeted because they are the implementers of the curriculum and are best placed to provide information on their performance of instructional tasks (Kathenya, 2024). The principals were chosen because they are not only in charge of school management but also supervise and appraise the performance of teachers (Juma, 2021).

Table 2

Distribution of the Target Population by School

School	Number of Principal	Number of Teachers'
A	1	19
B	1	24
C	1	5
D	1	22
E	1	8
F	1	13
G	1	8
H	1	23
I	1	11
J	1	9
K	1	18
L	1	7
M	1	8
N	1	9
O	1	7
P	1	22
Q	1	3
R	1	9
S	1	10
T	1	2
U	1	12
Total	21	249

Source: Ministry of Education, Ganze Sub-County, Director (2022)

3.5 Sampling Procedure and Sample Size

It is often not possible to involve the whole population in studies due to resources and logistical constraints, hence the need for sampling (Carroll, 2021). McCombes (2021)

defines sampling as the selection of a portion of a defined population that is representative of the population for which the researcher intends to generalize the study findings. Several techniques were employed to determine the sample sizes and select the teachers and principals who participated in the study.

3.5.1 Sampling Size

All 21 principals were involved in the study, meaning that the census method was used to select them. The number of teachers participating in the study was determined using Yamane's formula for calculating the sample size of a finite population (Sathyanarayana et al., 2024). The formula is: $n= N/(1+Ne^2)$

Where n is the sample size

n is the sample

N is the target population

E is the margin of error, which was .05, and 1is a constant

The sample size of the teachers was $n = 249/(1 + 249 \times 0.052) = 154$, rounded to the nearest whole number. For proper planning of a study, Adam (2020) recommends increasing the calculated the sample size by 10 percent to take care of attrition and non-responses. Based on Adams' recommendation, the sample size of the teachers was increased to 170.

3.5.2 Sample Procedure

Stratified and proportionate sampling techniques were employed to determine the number of teachers participating in the study from each school. At the school level, simple random sampling procedures were used to choose participants. The distribution of the sample sizes by school is presented.

Table 3

Distribution of the Sample in Ganze Sub-County

School	Principals	Teachers
A	1	13
B	1	16
C	1	3
D	1	15
E	1	5
F	1	9
G	1	5
H	1	16
I	1	8
J	1	6
K	1	12
L	1	5
M	1	5
N	1	6
O	1	5
P	1	15
Q	1	2
R	1	6
S	1	7
T	1	1
U	1	8
Total	21	170

Source: Ministry of Education, Ganze Sub-County, Director (2022)

3.6 Instrumentation

Two instruments, teachers' questionnaires and principals' interviews, were developed and used to collect data during this inquiry. Used two instruments, a teacher's questionnaire and a principal's interview guide, to collect data. The questionnaire was

favored due to its efficacy in gathering data from an extensive sample across a broad geographical region (Coombe & Davidson, 2015). Also, it's straightforward to code and analyze the data that the tool collects. The interview guide was chosen because it enables an interviewer to gather more information by asking follow-up questions (Eduwem & Ekoiso, 2021). Additionally, bias and subjectivity are reduced when interviews are conducted in a professional manner.

The questionnaire for teachers was made up of questions with only one answer. Closed-ended items in an instrument yield consistent replies, facilitating straightforward coding and analysis of the data (Landoni et al., 2021). The questionnaire consists of four parts: A, B, C, and D. Sections A and B were used to gather data on teachers' perceptions of the relationship between socioeconomic factors and delocalization policy, as well as the performance of instructional tasks. The last two sections, C and D, generated data on teachers' perspectives regarding the relationship between the environment and the availability of ICT resources, as well as the performance of instructional tasks.

The principal's interview guide was made up of semi-structured items. It comprised a preamble, which was used to explain the purpose of the study, the procedures of the interview, and to obtain consent. Sections A of the interview guide were used to gather the respondents' biodata, while Sections B and C generated data on teachers' perceptions of the relationship between socioeconomic factors and decentralization policy, as well as the performance of instructional tasks. Sections D and E were used to collect data on teachers' perspectives on the impact of the environment on the availability of ICT resources, as well as the performance of instructional tasks.

3.7.1 Piloting the Instruments

The instruments were piloted before using them to collect actual data. Piloting involves using a small group of people to ensure the tools are accurate and dependable before deploying them in the field (Taherdoost, 2021). The teachers' questionnaire and principals' interview guide were tested out before being used in the study. A pilot study conducted in two schools demonstrated the dependability and content validity of the data collection instruments. The test-retest approach was employed to assess the reliability of the research instrument. The test-retest procedure assessed the instrument's temporal stability by administering it on two distinct occasions (Vitti et al., 2021). If comparable results were achieved upon comparison, it indicates that the study has attained external dependability. A reliability coefficient of 0.7 indicates that the instrument is valid (Cresswell, 2013, quoted by Okello et al., 2018); however, content validity necessitated the aid of supervisors.

After the pilot study, the research tools were thoroughly reviewed and modified based on the feedback from participants and observations made during the exercise. We revised or removed any questions that seemed unclear or repetitive to make them more accurate and consistent. The data collected during the pilot phase were excluded from the primary analysis, as the pilot's objective was solely to evaluate the appropriateness of the instruments. After making the necessary changes, the final copies of the questionnaires and interview guides were generated and used to collect data for the main study.

3.7.2 Validity of the Instruments

Validity refers to determining how accurately an instrument measures the aspects being studied (Basso et al., 2021). So, it's about how well an instrument can make correct and useful data. (Setiawan et al., 2020). The content and face of the teachers' questionnaire

and principals' interview guide were checked through expert judgement. The experts comprised the supervisors and academic staff of Kabarak University's School of Education. (Gris & Bengtson, 2021) Recommend the use of experts, as validation involves a theoretical assessment of the suitability of items in an instrument and evaluating their fitness as measures of a variable. The recommendations of the experts were incorporated into the two instruments before they were used in the field.

3.7.3 Reliability of the Instruments

Reliability refers to the consistency of an instrument in yielding the same result over repeated trials (Byers-Heinlein et al., 2021). The reliability of the teachers' questionnaire was estimated using a sample of 17 teachers who did not participate in the actual study. This is in line with Surucu and Maslakç's (2020) recommendation of 10% of the study sample size, given that this inquiry involved 170 teachers. The reliability was estimated using the Cronbach's Alpha method. The method was selected because it is ideal for estimating the reliability of an instrument constructed using closed-ended multiple-choice items and administered once (Horstmann & Ziegler, 2020). The instrument yielded a reliability coefficient of 0.924. It was deemed reliable as its coefficient was above the 0.7 threshold recommended for educational and social science research (Vitti et al., 2021).

3.8 Data Collection Procedure

Before collecting data, consent was obtained from the Institute of Postgraduate and Research Studies, and clearance was sought from the Kabarak University Research Ethics Committee (KUREC). The researcher then obtained a permit from the National Commission for Science, Technology, and Innovation (NACOSTI). The researcher then

obtained a permit letter from the County Commissioner of Kilifi County. The respondents were formally contacted through the Ganze Sub-county Director of Education. The purpose of the study was explained to the respondents, and their consent to participate in the inquiry was sought. Dates for administering the questionnaire and conducting interviews were set in consultation with the teachers and principals. The teachers were instructed on the procedures for completing the questionnaire before administering it. They were then given ample time to fill out the questionnaires. Similarly, the principals were briefed on the procedures to be used during the interviews before they were conducted. The interviews took place in the principals' offices and lasted around 45 minutes. They were documented on paper and digitally.

The researcher ensured that the data collection process was conducted properly and consistently to maintain the quality and integrity of the information acquired. Every day, someone closely monitored the data collection operations. At the end of each day, the completed questionnaires and interview notes were reviewed to ensure they were comprehensive, clear, and accurate. Any gaps or discrepancies found were addressed immediately, typically after brief discussions with the research assistants to clarify answers or resolve new issues. This regular assessment helped ensure the data remained accurate and trustworthy throughout the entire operation.

Before the actual data collection began, the research assistants received training on how to use the tools correctly and how to adhere to ethical guidelines, including maintaining participants' confidentiality and treating them with respect. The researcher oversaw the assistants throughout fieldwork to ensure they followed the data-gathering steps outlined in the research plan. A journal was established to track the progress of data collection and document any issues or adjustments made along the way.

Several safety measures were taken to ensure data security. The researcher was the only one who had access to the locked cabinet, where all the completed questionnaires and interview notes were stored. The instruments were properly handled and stowed during field visits to keep them from getting lost or broken. Every day, the researcher entered and saved electronic data in password-protected files on their own computer. There was also a backup on an external drive. Only the researcher had access to these data, and all identifying information was removed before analysis to protect the privacy of the individuals. The researcher ensured that the data remained accurate, secure, and confidential throughout the study by regularly checking and adhering to these safety protocols.

After collecting the data, the information was carefully processed for analysis to make sure it was accurate and thorough. First, each questionnaire was manually verified to ensure that all questions were answered and that the answers were clear. After that, the data were coded and entered into the computer using the Statistical Package for the Social Sciences (SPSS). The researcher entered the data with the help of a certified research assistant. After entering all the data, the files were reviewed for missing responses or errors and corrected as needed. The original questionnaires were used as a guide to fix any mistakes.

Descriptive statistics, including frequencies, percentages, and mean scores, were used to summarize the findings from the quantitative data. Tables and figures were used to present the results in a clear and easy-to-understand manner, allowing for comparison. Qualitative data from interviews were categorized into themes and presented in narrative form to substantiate and elaborate on the statistical results.

Both physical and electronic safeguards were implemented to protect the data. The researcher was the only one who had access to the completed questionnaires and interview notes, which were stored in a locked cabinet. The researcher saved electronic material in password-protected files on their PC and made a backup on an external device. The data would be stored securely for five years for academic use and then disposed of in a manner that adheres to research ethics. To protect the privacy and confidentiality of the participants, hard copies were shredded, and electronic data were permanently removed.

Participants were not offered any compensation or incentives to participate in the study. They could leave the study at any time without any harmful effects, and their participation was completely voluntary.

3.9 Data Analysis and Presentation

Data analysis is a methodical application of logical and statistical methods to present, explain, and evaluate data (Mayo-Wilson et al., 2021). The gathered data were verified for completeness and accuracy, thereafter cleaned and coded. The Statistical Package for Social Science was used to make a file with quantitative data, and NVIVO was used to make a file with qualitative data. The coded data were entered into the two data files. Teachers' perceptions were established by categorising the responses to the closed-ended items in their questionnaire as negative (disagree) or positive (agree) and tallying them. Perception was considered positive if the respondent agreed with most of the items used to measure it and negative when the participant disagreed with most of the items. Frequencies and percentages were then used to summarise the perceptions of the teachers. Qualitative data generated by open-ended items and the principals' interview guide were analysed thematically. They were organised in themes pertinent to the study

objectives and summarized using charts, frequencies, percentages, or presented as excerpts. The data analysis methods that were used are presented in Table 3.

Table 4

Summary of Data Analysis Procedures

Specific Objectives	Independent Variable	Dependent Variable	Presentation	Outputs
To assess teachers' perception of the impact of socio-economic factors on their performance of instructional tasks in secondary schools in Ganze Sub-county, Kenya.	Socio-economic factors	Performance of instructional tasks	Tables, charts, excerpts	Frequencies, percentages
To determine teachers' perception of the impact of delocalisation on their performance of instructional tasks in secondary schools in Ganze Sub-county, Kenya.	delocalization policy	Performance of instructional tasks	Tables, charts, excerpts	Frequencies, percentages
To find out teachers' perception of the impact of environmental factors on their performance of instructional tasks in secondary schools in Ganze Sub-county, Kenya.	Environment factors	Performance of instructional tasks	Tables, charts, excerpts	Frequencies, percentages
To establish teachers' perception of the impact of the availability of ICT resources on the performance of instructional tasks in secondary schools in Ganze Sub-county, Kenya.	Availability Of ICT resources	Performance of instructional tasks	Tables, charts, excerpts	Frequencies, percentages

3.10 Ethical Consideration

This study aimed to adhere to the ethical standards for research. Ethics is concerned with distinguishing between acceptable and unacceptable behaviour and demands that respondents are respected and treated equally (Dev, 2024). To this end, permits and clearances were obtained from all relevant bodies as required by law. The purpose of the study was explained to the respondents, and their consent to participate was sought. The respondents were also informed that they were free to withdraw from the study at any time they felt like.

The teachers and principals who participated in the study were treated with dignity and respected during the data collection and were not exposed to any harm. Confidentiality and anonymity were maintained during data collection by using codes instead of names and restricting access to collected data using lockable safes and passwords. The results of this study were based solely on the data. All sources cited in this document were acknowledged by listing them in the reference as a way of minimizing plagiarism.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION, AND DISCUSSION

4.1 Introduction

This chapter presents the results, analysis, and discussion of findings from the study titled "Teachers' Perception of the Impact of Selected Factors on Performance of Instructional Tasks in Secondary Schools in Ganze Sub-county, Kenya." The purpose of the study was to determine teachers' perceptions of the impact of selected factors on their performance of instructional tasks. The following objectives guided the study:

i. To assess teachers' perception of the impact of socio-economic factors on performance of instructional tasks in secondary schools in Ganze Sub-County, Kenya.
ii. To determine teachers' perception of the impact of delocalisation on the performance of instructional tasks in secondary schools in Ganze Sub-County, Kenya.
iii. To investigate teachers' perception of the impact of environmental factors on the performance of instructional tasks in secondary schools in Ganze Sub-County, Kenya.
iv. To establish teachers' perception of the impact of the availability of ICT resources on the performance of instructional tasks in secondary schools in Ganze Sub-County, Kenya.

Both quantitative and qualitative data were collected and analyzed to address these objectives. Quantitative data from the questionnaires were analyzed descriptively using frequencies, percentages, and mean scores to summarize the responses of teachers and principals. Qualitative data from interviews were analyzed thematically to explain

patterns and provide a deeper understanding of the statistical findings. The results are presented in tables followed by narrative explanations that interpret the meaning and significance of the data in relation to the study objectives.

Regarding the second objective, the study also examined the delocalisation policy as implemented by the Teachers Service Commission (TSC). According to TSC Circular No. 12/2018, teachers were not to be posted to schools within their home areas to promote national cohesion and minimize local interference in school administration (Teachers Service Commission, 2018). Although well-intentioned, this policy has drawn concern among teachers due to its impact on family stability, morale, and overall instructional performance.

4.2 Instrument Return Rates

Two instruments, a teacher's questionnaire and a principal's interview guide, were used to gather data from the instructors and school heads**.** Consequently, 170 teachers' questionnaires were administered, and 21 principals were invited for interviews. The return rates of these instruments are summarized in Table 5.

Table 5

Instrument Return Rates

Instrument	Number administered/invited for interview	Number filled/interviewed	Return rate (%)
Teachers' questionnaire	170	155	91.2
Principals' interview guide	21	20	95.2

Table 5 shows that nearly all the principals were interviewed, resulting in an instrument return rate of 95.2%. The results also show that the return rate (91.2%) of the teachers'

questionnaire was high. The observed high return rates were attributed to several strategies employed by the researcher during the data collection process. These included creating a good rapport with the principals and teachers, making repeat visits when respondents were unavailable, and giving them adequate time to complete the questionnaires. The instruments returned were deemed sufficient for analysis, provided that they exceeded the 68% "good" return rate mark set by Holtom et al. (2022).

4.2.1 Teachers' Perceptions on the impact of Socio-Economic factors on the Performance of Instructional Tasks

Objective One aimed to establish teachers' perceptions of the impact of socio-economic factors on the performance of instructional tasks. Data on perceptions were provided by both teachers and principals, and were analyzed thematically or summarized using percentages. The results were then presented using tables, charts, and excerpts.

The teachers' perception of the impact of socio-economic factors on the performance of instructional tasks was measured using a set of 12 closed-ended items. They were asked to indicate the extent of their agreement with the items on a 4-category scale, namely, Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). The responses to the items were summarized using percentages as illustrated in Table 6.

Table 6

Teachers' Responses to Items on the Relationship Between Socio-Economic Factors and Performance of Instructional Tasks

Item	N	SD	D	A	SA
Low pay impacts how I perform instructional tasks	154	6.5	5.8	34.4	53.2
Students' involvement in cultural activities impacts how I perform instructional tasks	155	28.4	27.7	27.1	16.8
Uncooperative parents (rarely involved in their children's lives) education) impact on how I perform instructional tasks	154	13.0	26.6	35.7	24.7
Insecurity impacts how I perform instructional tasks	155	3.9	6.5	34.4	55.2
Parents' education level limits their interaction with teachers, thus impacting how I perform instructional tasks	154	27.3	10.4	33.1	29.2
The performance of household chores impacts how I perform instructional tasks	155	31.6	40.0	20.0	8.4
Poverty in the students' families impacts how I perform instructional tasks	155	5.2	6.5	29.0	59.3
Participating in church activities impacts how I perform instructional tasks	154	42.9	27.3	18.8	11.0
The difference in my language from that of the local community impacts on how I perform instructional tasks	154	20.8	26.0	24.0	29.2
The values I hold as a teacher impact how I perform instructional tasks	155	18.1	15.5	35.5	31.0
An unhealthy relationship with students impacts how I performance instructional tasks	155	7.2	4.5	27.7	60.6

The capacity of teachers to carry out instructional activities in Ganze Sub-county was investigated in relation to socio-economic factors. Low earnings have a detrimental

impact on the morale and motivation of a large proportion of teachers, with 87.6% strongly agreeing and agreeing. Students' low performance is a direct result of the decreased quality of class planning and delivery caused by teachers' financial worries. Another aspect was students' cultural involvement; nearly half of the instructors (43.9%) strongly agreed or agreed that students' cultural activities get in the way of their academic time. Contact hours are reduced, and instructional consistency is disrupted.

The involvement of parents is equally important. The majority of educators, specifically 60.4%, strongly agreed and agreed that pupils' academic performance suffers when parents are not involved in their children's education. Additionally, a whopping 89.6% of respondents strongly agreed or agreed that community insecurity makes teaching harder, as it makes people afraid to attend school.

Teachers were also concerned about parents' limited education. The home-school link was weaker because these parents had trouble paying for their children's education, according to 62.3% of respondents who strongly agreed and agreed. Those who were impacted by the need to juggle home duties with teaching reported a decrease in preparation time, even though only 28.4% who strongly agreed and agreed felt that this had a direct impact on their work. Students from low-income homes frequently lack basic supplies, come to school hungry, or miss classes entirely, circumstances that significantly impact learning, according to 88.3% of teachers who strongly agreed and agreed that poverty is a serious issue.

The results indicate that the percentage of teachers who agreed (strongly agreed and agreed combined) with the items ranged between 28.4% to 89.6%. Most respondents agreed that insecurity (89.6%) and poverty in their students' homesteads (88.3%) impacted how they performed instructional tasks. Similarly, a majority (87.6%) of the

respondents also agreed that low pay impacted the performance of instructional tasks. The results further show that a few respondents agreed that the performance of household chores (28.4%) and participation in church activities (29.8%) impacted their performance of instructional tasks. The percentage of teachers who agreed that involvement in cultural activities (43.9%) affected the performance of instructional tasks was also low. Generally, the findings indicate that respondents most frequently associated socioeconomic factors with the performance of instructional responsibilities.

Discussion of items

These findings indicated that teachers held the view that insecurity, poverty, and low pay impacted their performance in instructional responsibilities. They support the findings of a study by Ngezack et al. (2024), which established that insecurity in Nigerian schools affected teachers' job performance. They attributed these findings to the fact that insecurity created a state of fear, making people feel threatened and afraid, which in turn made it impossible for them to concentrate on their work. Ukpoju et al. (2025) also established that insecurity caused deaths, kidnappings, and displacement, thus undermining teachers' work performance.

These results align with those of a study by Rahn (2022), which found an association between poverty and teachers' performance of professional responsibilities. The study noted that children living in poverty faced numerous challenges, as they lacked access to basic learning materials. This forced teachers to modify their teaching methods to accommodate children from low-income backgrounds. The findings also concur with those of Ashrafa et al. (2019), who found that attractive salary packages and allowances were among the correlates of work performance. Teachers who were paid well were more satisfied with their jobs, took on more responsibility, were more motivated, and

performed their professional responsibilities better.

Teachers' perceptions

Teachers' perceptions of the relationship between socioeconomic factors and performance of instructional tasks were determined through tallying. The responses of the teachers to the 12 items used to measure their perceptions were tallied. If a respondent agreed with the majority of the items /her perception was categorized as positive, but was considered neutral if there was a tie between the agreed and disagreed. However, a teacher who disagreed with the majority of the items was supposed to hold a negative perception of the items. The perceptions of the sample were then summarised using percentages.

Table 7

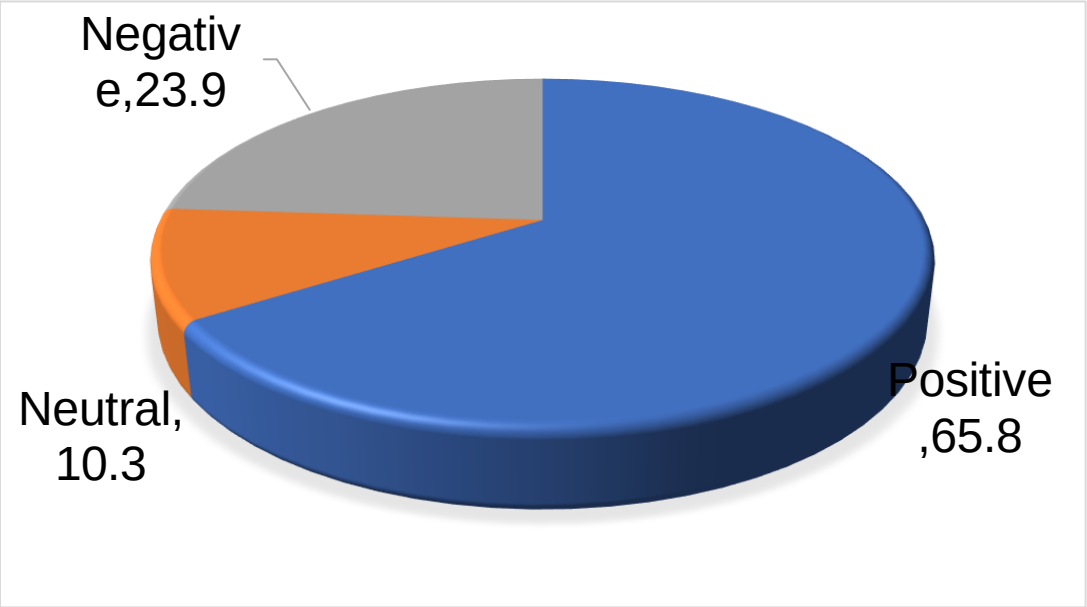
Teachers' Perceptions on the Relationship Between Socio-Economic Factors and Performance Of Instructional Tasks (n = 155)

Perception	Frequency	Percentage
Positive	102	65.8
Neutral	16	10.3
Negative	37	23.9

The results in Table 7 reveal that the majority (65.8%) of the teachers perceived that socio-economic factors were related to the performance of instructional tasks. A few had negative (23.9%) and neutral (10.3%) perceptions. These findings confirm that teachers perceive socioeconomic factors as related to the performance of instructional tasks.

Figure 2

Principals' Views on the Relations Between Socio-Economic Factors and Teachers' Performance of Instructional Tasks



The principals' perceptions on the impact of socio-economic factors on teachers' performance of instructional tasks were also established using data generated by their interview schedule. All (100.0%) of them were of the opinion that socioeconomic factors were related to teachers' performance of instructional tasks. The principals indicated the socioeconomic factors that they felt influenced teachers' performance of instructional tasks.

Table 8

Socioeconomic Factors Perceived by Principals to be Related to Teachers' Performance of Instructional tasks (n = 20)

Factor	Frequency	Percentage
Students' home background	9	45.0
Culture of students	13	65.0
Parents' involvement in their children's education	17	85.0
Insecurity	8	40.0
Parents' education level	15	75.0
Gender inequality among students	12	60.0
Poverty in students' families	19	95.0

Most of the principals were of the view that poverty in students' families (95.0%), parents' education level (85.0%), and involvement in their children's education (75.0%) were related to teachers' performance of professional tasks. The other factors perceived as associated with the performance of skilled tasks were cultural practices (65%) and gender inequality among students (60.0%).

The principals advanced various reasons to explain why they believed socioeconomic factors were related to the performance of instructional tasks. The sentiment of interviewee six below explains why poverty was perceived to be a correlate of the performance of instructional tasks:

> *Many families are poor as they live in semi-arid regions where basic needs like food and water often take precedence over education. This impacts students' school attendance and how teachers plan and deliver instruction.*

Interviewee 17 advanced the following reasons for associating parents' education level with performance of instructional tasks:

> *Educated parents understand the importance of education and typically provide better support for their children. This, in turn, enables teachers to focus more on their instructional work.*

The sentiments expressed in the excerpt below were the justification given by interviewee 11 for linking parents' involvement in their children's education and performance of instructional tasks:

> *Parental involvement in their children's education motivates teachers, as it shows a shared commitment to the child's learning. This makes an instructor's work easier.*

These results show that principals, like the teachers, also felt that socioeconomic factors are related to teachers' performance of instructional tasks. Economic factors, such as good pay, motivate workers and enhance their job satisfaction and commitment, thus boosting their work performance. However, social issues such as insecurity and students' engagement in retrogressive cultural practices hinder teachers' performance of instructional tasks. Such issues create an environment of fear and tension, disrupting focus, teachers' preparation, and lesson delivery, thus reducing their effectiveness.

Discussion of results

Analysis of data from the teachers' questionnaires and principals' interview schedules revealed that they were of the view that socioeconomic factors have an impact on the performance of instructional tasks. These findings align with those of a study in Indonesia by Kanya et al. (2021), which found that students' cultural practices were significant predictors of teachers' performance of instructional responsibilities. Research in Ethiopia conducted by Tsegare (2022) showed that most instructors believed the profession inadequately compensated them in terms of salary, incentives, and fringe

benefits such as housing allowances and healthcare, resulting in feelings of unhappiness. The study found that these economic considerations had an impact on teachers' work satisfaction, morale, commitment, and their ability to perform their jobs effectively.

These results corroborate the findings of a study conducted by Mururu (2022), which demonstrated that social factors, including a supportive work environment, professional training, and gender inequality, substantially impacted teachers' job performance. These results suggest that better socioeconomic circumstances could enable teachers to perform their jobs more effectively. Individuals who are passionate about education should consider implementing strategies that improve the socioeconomic status of both teachers and students. This could help schools do a better job of teaching and reaching their learning goals.

Most instructors agreed or strongly agreed that their performance was affected by socio-economic factors such as low income, poor housing, and a lack of teaching materials. This means that instructors' living and working situations have a significant impact on how well they can organize lessons, stay motivated, and teach well. One administrator said, "Some teachers walk a long way to school and live in bad conditions, which makes them tired before they even start teaching." This clarifies the elevated proportion of educators who perceived socio-economic issues as impacting their professional responsibilities. The results are consistent with those of Ellison et al. (2021) and Muhingi et al. (2020). Who found that poor living conditions reduce teacher morale and teaching effectiveness? Addressing these challenges through better welfare programs and housing support would likely improve instructional performance and overall school outcomes.

4.3 Teachers' Perceptions on the Impact of Delocalization Policy on Teachers' Performance of Instructional Tasks

Objective 2 examined teachers' perceptions of the relationship between delocalization policy and the performance of instructional tasks. The policy stipulates that teachers should not be posted in their home areas. Both the teachers and principals provided data on perceptions. A set of nine close-ended items was used to measure teachers' perceptions. The teachers were asked to indicate the extent of their agreement with the items based on a 4-category scale, ranging from "Strongly Disagree" to "Strongly Agree." Their responses to the items are summarised in Table 9.

Table 9

Teachers' Responses to items on the impact of the Delocalization policy on Performance of Instructional Tasks

Item	n	SD	D	A	SA
Transfers to stations away from home impacts on how I perform instructional tasks	155	9.7	25.2	29.6	35.5
Lack of stability in work stations due to frequent transfers impacts on how I perform instructional tasks	154	3.9	6.5	48.0	41.6
Lack of good housing in new work stations impacts on how I perform instructional tasks	155	2.6	16.1	43.2	38.1
Transfers to stations away from home impacts on my health	154	6.5	21.4	39.6	32.5
Transfers to schools away from home impacts on how I prepare for lessons	154	8.4	18.2	33.1	40.3
Transfers impacts on optimal utilization of my teaching abilities	155	9.1	21.9	34.2	34.8
Transfer to schools away from home impacts on how I conduct research/engage in professional development activities that enable me to teach effectively	151	11.3	15.9	45.6	27.2
Transfers to schools away from home impact on the hours I spend on teaching	154	13.0	24.0	41.6	21.4
Transfers to new schools impacts on my use of ICT resources in teaching	155	11.6	14.2	27.1	47.1

Instructional delivery is significantly impacted by the delocalization policy, which reassigns instructors to schools outside of their native regions. 65.1 % of the respondents who are teachers strongly agreed and agreed (SA + A) that adapting to new settings

impacts their capacity to design and lead classroom activities. Even more people, 89.6%, said that transfers often disrupt their routines, cause gaps in lesson coverage, and impact their relationships with students.

A large majority of responders (81.3%) strongly agreed and agreed that the lack of adequate housing in newly constructed stations causes them tension and exhaustion. Additionally, 72.1 % of teachers strongly agreed and agreed (SA + A) that stress, unfamiliar environments, and isolation from loved ones are some of the ways in which relocation impacts their health. Transfers also hinder the full use of teaching abilities, as noted by 69.0% of teachers who strongly agreed and agreed.

When it comes to professional development, 72.8% of teachers strongly agreed and agreed that frequent transfers make it hard for them to participate in programs. Due to time lost during transportation and adjustment, another 63.0% of teachers strongly agreed or agreed that moving cuts into their teaching time. As a last point, 74.2% of the teachers strongly agreed and agreed that their capacity to make effective use of information and communication technology (ICT) resources is negatively impacted when they transfer schools. This is typically due to insufficient infrastructure or a lack of knowledge in the new place.

An examination of the results in Table 9 reveals that the percentage of respondents who agreed with the items ranged from 63.0% to 89.6%. Lack of stability in workstations (one can be transferred at any time) impacts how I perform instructional tasks (89.6%), and transfers to new schools impact the use of instructional materials in teaching (74.2%), which posted the highest percentages. Transfers to schools far away from my home impact the hours I spend on teaching (63.0%), and transfers to stations away from my home impact how I perform instructional tasks (65.1%), which recorded the lowest

percentages. Generally, the majority of teachers associate the delocalization policy with the performance of instructional tasks in schools.

Discuss Item Analysis Results

The results demonstrate that instructors believe the delocalization policy hinders their capacity to carry out their pedagogical duties successfully. This supports Clark's (2017) findings that delocalization in the United States led to higher teacher turnover, resulting in class disruptions and a lack of educational consistency. Constant moves are a documented stressor and a factor contributing to burnout among teachers, according to Loeb and Myung (2020). This, in turn, affects morale and job satisfaction.

Teachers in Ganze Sub-county feel lost because they have been moved away from their old support systems and placed in new conditions in terms of language and culture. As Santos (2020) noted in rural China, this makes it more challenging for students to integrate with their school communities and may impact how teachers manage their classrooms.

Brown et al. (2020) argue that delocalization, despite its intention to mitigate discrepancies in teacher distribution, falls short in addressing the social, emotional, and physical challenges faced by rural schools. Physical problems, social isolation, and inadequate housing are common complaints among relocating educators, all of which have a negative impact on student achievement. According to this study, a significant majority of instructors (81.2%) have experienced the negative effects of the policy on their teaching, specifically in the areas of lesson planning, delivery, and technology use.

Not only does delocalization impact practicality and ease, but it also impacts the mental preparedness to instruct. A stable classroom environment is crucial for teachers to

connect with their students, tailor lessons to their individual needs, and ultimately achieve success in the classroom. As a result of their frequent travel, teachers who are unable to settle into a routine and commit to a school's development initiatives have fewer opportunities to advance in their careers.

The teachers' perceptions of the relationship between delocalization policy and the performance of instructional tasks were determined by tallying responses to items used to measure it. A perception was categorized as positive if a respondent agreed with the majority of the 9 items used to measure it, but negative when a respondent disagreed with the majority of the items. The perceptions of the sample were then summarised using percentages.

Table 10

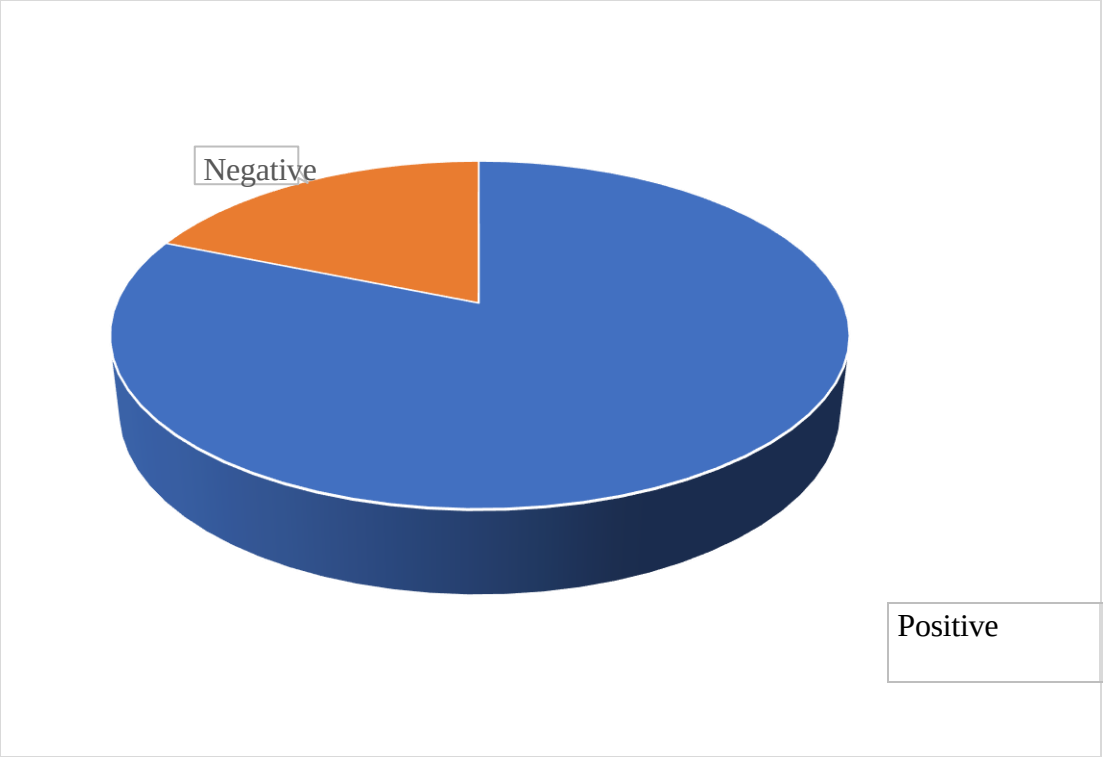
Teachers' Perception of Impact Delocalization Policy on Performance of Instructional tasks (n = 154)

Perception	Frequency	Percentage
Positive	125	81.2
Negative	29	18.8

The results reveal that most (81.2%) of the teachers were of the view that delocalization policy and performance of instructional tasks were related. Only a few (18.8%) respondents felt that the policy did not influence teachers' performance of instructional tasks.

Figure 3

Principals' Views on the impact of Decolonization Policy on Teachers' Performance of Instructional Tasks



Additional data on teachers' perceptions of the impact of delocalization policy on the performance of instructional tasks were gathered from principals using their interview guide. Analysis of this data revealed that three-quarters (75.0%) of the principals believed that the delocalization policy affected teachers' performance of instructional tasks. According to the principals, the impact of delocalization policy on the performance of instructional tasks was mixed. Depending on the circumstances, delocalization either enhanced or negatively impacted teachers' performance of instructional tasks. The view that the policy enhances the performance of instructional tasks is supported by the sentiments of interviewee 2 presented below:

Delocalization provides opportunities to explore diverse ideas and practices. Exposure to new environments enhances adaptability and innovation in teaching methods.

However, Interviewee 19 was of the view that the delocalization policy was a hindrance to teachers' performance of professional responsibilities as expressed in the excerpt below:

Transfers to unfamiliar or remote areas disrupt family life and add stress, making it harder to focus on teaching.

The perceived mixed nature of the association between delocalization policy and performance of professional responsibilities was confirmed by the following sentiments of interviewee 10:

The delocalization policy has a mixed impact. While it facilitates placement of qualified personnel in underserved areas, enforcing it strictly could lead to staffing shortages in certain regions and overcrowding in others, undermining instructional efficiency.

The principals also highlighted areas affected by the policy, which they believed influenced teachers' performance of their professional responsibilities. The areas are summarised in Table 11.

Table 11

Areas affected by the Delocalization policy, which in Turn Influence Teachers' Performance of Instructional tasks (n = 20)

Area	Frequency	Percentage
Housing	16	80.0
Health	17	85.0
Motivation	14	70.0
Lesson preparation	8	40.0
Hours teachers spend teaching	10	50.0
Teacher utilisation	14	70.0
Professional development/research to improve teaching	9	45.0
Availability of ICT teaching resources	13	65.0

The majority of principals associated delocalization policy with the performance of instructional tasks because it affected teachers' health (85.0%), housing (80.0%), motivation (70.0%), and utilization of teachers (70.0%). The majority of the principals also held the view that the delocalization policy affected the availability of ICT resources for teaching (65.0%) and the hours teachers spend teaching (50.0%), which in turn affected the quality of teaching.

Discussion of results

Both the teachers and principals believed that the delocalization policy was related to how well teachers did their jobs. Research from all over the world has it has been demonstrated that delocalization is challenging, and the comments from principals and teachers support this finding. It could make the workplace more diverse, but it needs to be supported by the right infrastructure to be successful (Santos, 2020; Brown et al.,

2020).

People who have spoken out say that the current delocalization policy in Ganze makes teaching less effective. Reforms such as hardship pay, improved programs for new teachers who must relocate, and a gradual redeployment process could help address this issue. Policymakers need to find a way to balance two goals: ensuring that instructors are evenly distributed and that working conditions are sufficient to maintain high instructional task performance.

The results showed that delocalization had a significant impact on the effectiveness of instructors in their roles. Many instructors reported that moving around frequently made their family lives more challenging, increased stress on their emotions, and hindered their ability to focus in class. Principals noted that "teachers who have been moved far from their families often struggle to adjust and become less motivated." This explains why a large proportion of respondents agreed that delocalization negatively influenced their instructional work. Similar observations were made by Loeb and Myung (2020) and Santos (2020), who reported that teacher transfers often lead to low morale and high attrition. These findings underscore the importance of transfer policies that take into account teachers' personal circumstances and provide adequate support for those relocated to new environments, thereby ensuring that instructional quality is not compromised.

4.4 Teachers' Perceptions on the Impact of Selected Environmental factors on teachers' Performance of Instructional Tasks

Objective three aimed to determine teachers' perceptions of the relationship between environmental factors and their performance of instructional tasks. The perceptions were determined using data provided by the teachers and principals. The teachers were asked

to indicate their agreement with 11 closed-ended items that associated conditions in the environment with the performance of instructional tasks. Their responses to the items are in Table 12.

Table 12

Teachers' Responses to items on the impact of Environmental Factors on Performance of Instructional Tasks

Item	n	SD	D	A	SA
High humidity impact how I perform Instructional tasks	153	17.0	26.1	27.5	29.4
Drought impacts on how I perform instructional tasks	154	5.2	11.7	39.6	43.5
High temperatures have an impact on how I perform instructional tasks	149	3.3	10.1	54.4	32.2
Air pollution impacts how I perform instructional Tasks	151	7.3	10.6	51.6	30.5
Rough terrain impacts my punctuality to school	154	3.9	10.4	47.4	38.3
Insufficient lighting in classrooms impacts how I perform instructional tasks	152	5.3	10.5	45.4	38.8
Noise pollution impacts how I perform instructional tasks	153	3.3	8.5	45.7	42.5
Water pollution impacts how I perform instructional tasks	154	4.5	10.4	45.5	39.6
Disease vectors' impact on how I perform instructional tasks	152	4.6	7.2	47.4	40.8
Rising sea levels have an impact on how I perform instructional tasks	152	35.9	26.1	25.5	12.5
Floods' impacts on how I perform instructional tasks	154	5.2	7.8	41.6	45.4

It was discovered that environmental factors greatly impacted instructional duties. The majority of teachers, comprising 56.7%, strongly agreed and agreed that being in a humid environment made them less productive and focused. Hygiene, water access, and student attendance were all negatively impacted by the drought, with 83.1% of teachers strongly agreeing and agreeing with this statement. Additionally, 86.6% of the respondents, who are teachers, strongly agreed and agreed that the heat made it uncomfortable to perform instructional tasks in class.

According to 82.1% of teachers, who strongly agreed and agreed, air pollution is the primary cause of respiratory problems that affect their ability to perform instructional tasks. Due to the rough terrain, 85.7% of teachers who often commute to and from school premises strongly agreed or agreed that they were late or missed class because of it. Another obstacle was insufficient lighting, which 84.2% of teachers strongly agreed and agreed that this factor made it difficult to see and teach. A total of 84% of teachers strongly agreed and agreed that noise pollution is an issue that hinders their ability to perform instructional tasks.

For 85.1% of respondents who strongly agreed or agreed, the possibility of drinking contaminated water was a major factor in taking sick days and missing work. Mosquitoes and other disease vectors were also strongly agreed upon by 88.2% of respondents as affecting education. A total of 38.0% of the teachers strongly agreed and agreed that increasing sea levels were directly responsible and impacted their performance of instructional tasks. Also, 87.0% of teachers strongly agreed or agreed that floods were a significant issue because they destroyed buildings and disrupted class schedules.

The results show that the majority of teachers agreed that noise pollution (88.2%), vector-borne diseases (88.2%), and floods (87.0%) impact their ability to perform instructional tasks. The majority of teachers also agreed that high temperatures (86.6%) and water pollution (85.1%) impact how they perform instructional tasks. However, only a few respondents (38.0%) agreed that rising sea levels impacted the performance of instructional tasks. It should be noted that environmental conditions, such as noise pollution, vector-borne diseases, floods, and high temperatures, were unfavourable and thus negatively impacted the performance of instructional tasks. The high percentage of teachers who agreed with the items suggests that environmental factors were perceived to be negatively related to the performance of instructional tasks.

Discuss the results of item analysis

The findings support the notion that teachers strongly believe external variables significantly hinder their ability to fulfill their educational responsibilities. This supports the findings of Manafa (2020), who concluded that knowledge transfer is hindered by an unfriendly environment, particularly in cases where infrastructure problems persist.

The destruction of educational infrastructure and the disruption of school procedures are other points made by Ahmad (2021). The results support this; 87% of Ganze teachers reported that floods made it harder for them to teach. According to 85.5% of instructors, teaching hours are reduced due to tardiness and exhaustion caused by poor road networks and hard terrain.

The availability of resources and the safety of educators are both jeopardized by the frequent and severe flooding that occurs in East Africa (Nahayo et al., 2019). Floods damage communication infrastructure, such as network boosters, which impacts the

incorporation of ICT into education (Goldhamer, 2021).

Similarly, teachers' comfort and attention are impacted by high temperatures and humidity, which, according to 86% of teachers, interfere with instructional tasks. Dehydration, low morale, and diminished student participation are some of the negative outcomes that may result from such extremes, and Margaret et al. (2021) contend that global warming is a Contributing factor. Just as the severe weather in Europe in 2018 impacted routine operations, including education, so too did Ganze (Thompson et al., 2020).

The teachers' views on the impact of environmental factors on performance of instructional tasks were established through tallying. A perception was categorized as positive if a respondent agreed with the majority of the items, but negative when a respondent disagreed with the majority of the items. Table 13 presents a summary of the perceptions.

Table 13

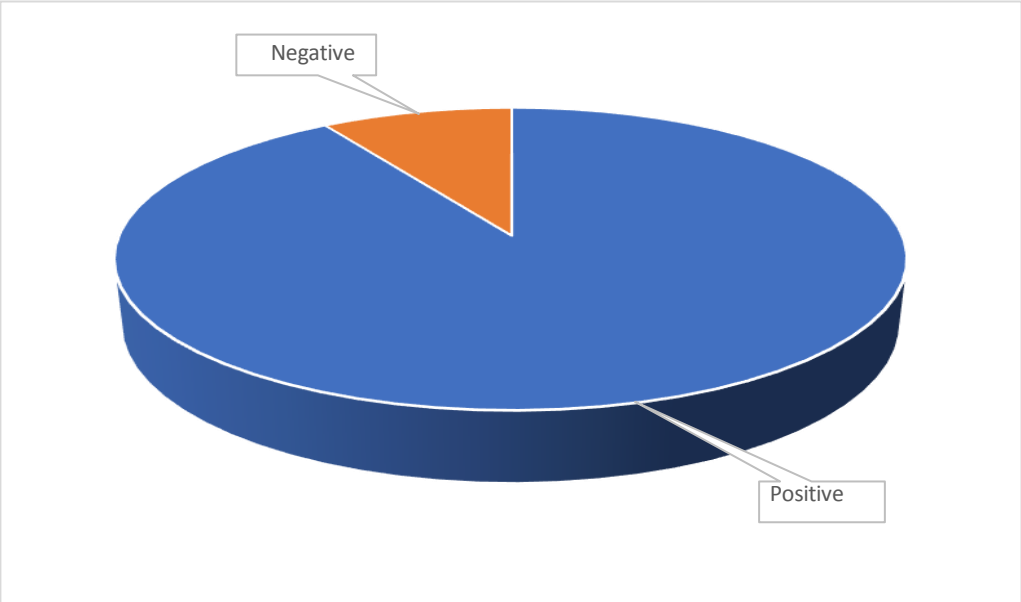
Teachers' Perception of the impact of environmental factors on Performance of Instructional tasks (n = 155)

Perception	Frequency	Percent
Positive	141	91.0
Negative	14	9.0

The results indicate that the majority (91.0%) of the teachers perceived that the performance of instructional tasks was related to environmental factors. The rest (9.0%) felt that the factors did not relate to the performance of instructional tasks. It means that harsh conditions, such as high humidity and temperatures, were perceived to impede the performance of instructional tasks.

Figure 4

Principals' Views on the Impact of Environmental factors on Teachers' Performance of Instructional Tasks



The principals' perspectives on the impact of schools' physical environment on teachers' performance of instructional tasks were also sought. They were first asked to indicate whether they encountered environmental-related challenges in their schools that impact teaching and learning. All (100.0%) of the principals reported that they do. The principals were then asked whether the physical environment conditions in schools affected teachers' performance of instructional tasks. Their responses are summarised in Table 14.

Table 14

Environmental Conditions which the Principals felt Impacted Teachers' Performance of Instructional Tasks (n = 20)

Conditions	Frequency	Percentage
High humidity	15	65.0
Drought	19	95.5
High temperatures	19	95.0
Air pollution	9	45.0
Rough terrain	18	90.0
Poor/insufficient lighting	10	50.0
Noise pollution	13	65.0
Water pollution	13	65.0
Disease vectors	12	60.0
Rising seas	3	15.0
Floods	14	70.0

The results show that the majority of the principals were of the view that drought (95.0%), high temperatures (95.0%), rough terrain (90.0%), and floods (70.0%) were related to teachers ' performance of instructional tasks. Other conditions associated with teachers' performance of instructional tasks, as reported by the majority of the interviewees, included high humidity (65.0%), noise (65.0%), water pollution (65.05%), disease vectors (60.0%), and insufficient lighting (50.0%). The results further show that only a few principals (15.0%) and teachers (45.0%) believed that rising seas and air pollution influenced their work performance.

These findings suggest that the principals perceived that the environmental factor affected the performance of instructional tasks. Various reasons were advanced by the principals as to why they believed that environmental conditions influence teachers'

performance of instructional tasks. The sentiment of interviewee 3 on drought explains the reason behind the perspectives:

> *Water shortages caused by drought divert students' attention to meeting basic needs, which hinders focus on education and affects teaching and learning.*

Interviewee 11 attributed the view that high temperatures affect teachers' performance of instruction tasks to:

> *High temperatures make both students and teachers uncomfortable, leading to decreased concentration and productivity*.

Interviewee 18 also gave the reason why rough terrain affects teachers' performance of instructional tasks:

> *Rough terrain, particularly during rainy seasons, delays teachers' arrival at school, disrupting schedules and lesson plans.*

The conditions highlighted by the principals are unfavourable and a hindrance to teaching; it can thus be said that they are impediments to teachers' performance of instructional tasks.

Discuss the results of teachers and principals combined

The results of principals and teachers indicate that environmental factors, including heat, flooding, and poor topography, lower the capacity for effective instruction (Chen et al., 2020; Mahmood et al., 2021). These results support the conclusions reached in Chapter Two. Given this, Anyango (2019) stresses the need for Ganze's classification as a place experiencing difficulty in distributing housing, transportation, and educational incentives.

Future educational design must thus include a range of mitigating methods if we are to guarantee that instructors remain successful. Among these projects are improving

school infrastructure, ensuring a consistent supply of energy and water, and constructing classrooms resistant to the elements.

The study found that most teachers agreed that harsh environmental conditions, including drought, floods, and poor infrastructure, interfere with the teaching process. Ganze Sub-County is classified as a hardship area, and these conditions make teaching particularly challenging. Principals mentioned that "during dry seasons, water shortages and extreme heat make both teachers and students lose concentration." These experiences reinforce the statistical findings and reflect the reality of working in environmentally challenging areas. The results are consistent with studies by Ahmad (2021) and Anyango (2019), which showed that environmental hardships limit teachers' ability to deliver effective lessons. This highlights the importance of enhancing school infrastructure, water access, and safety measures in schools situated in challenging environments.

4.5 Teachers' Perceptions on the Impact of Availability of ICT Resources on Performance of Instructional Tasks

The last (four) objective aimed at finding out teachers' perceptions on the impact of availability of ICT resources on performance of instructional tasks. This data was provided by both the teachers and principals. A set of 13 closed ended items was used to generate the teachers' data. They were asked to indicate the extent of their agreement with the items, and their responses were summarized using percentages. Table 15 presents the summaries.

Table 15

Teachers' Responses to items on the Impact of Availability of ICT resources on Performance of Instructional Task

Item	N	SD	D	A	SA
Availability of software (simulation, animation, graphics) impacts on how I perform instructional tasks	154	6.5	13.0	37.0	43.5
Lack of phones impacts on how I perform instructional tasks	155	10.3	27.7	43.9	18.1
Inadequate teacher training in ICT impacts on how I perform instructional tasks	155	1.3	16.8	49.0	32.9
Inadequate number of personal computers/laptops impact on how I perform instructional tasks	155	0.6	8.4	52.3	38.7
Lack of scanners impacts on how I perform instructional tasks	153	11.8	37.2	27.5	23.5
Lack of digital cameras impacts on how I perform instructional tasks	154	13.6	34.4	24.1	27.9
Lack of printers impacts on how I perform instructional tasks	154	6.5	11.0	44.8	37.7
Lack of photocopies impacts on how I perform instructional tasks	154	7.1	9.7	41.6	41.6
Lack of projectors impact on how I perform instructional tasks	155	9.0	20.1	43.2	27.7
Lack of storage devices (DVD, CDs, flash-discs hardisks) impacts on how I perform instructional tasks	150	23.3	31.3	30.0	15.4
Lack of video games impacts on how I perform instructional tasks	155	31.0	36.7	18.1	14.2
Lack of interactive whiteboards impact on how I perform instructional tasks	155	18.1	20.6	32.9	28.4

The lack of access to ICT tools has a significant impact on the delivery of instruction, according to teachers. Almost 80.5% of teachers strongly agreed and agreed that the lack of interactive aids such as simulations and animations impacts their teaching methods. The majority of teachers 62.0% strongly agreed and agreed that they did not have access to mobile phones, which are crucial for accessing class materials and organizing assignments.

Almost 81% of educators surveyed strongly agreed and agreed that they aren't fully equipped to make the most of technology in the classroom because they haven't received enough training. A whopping 91% of teachers surveyed strongly agreed and agreed that their ability to prepare which is severely hindered when they do not have access to personal computers or laptops. Although digital cameras and scanners were less often utilized, teachers nevertheless strongly agreed and agreed that their absence impacted lesson planning and projects 51.0 % and 52.0 %, respectively.

Teachers strongly agreed and agreed that there is difficulty in creating and distributing lesson plans as the reason why 82.5% and 83.2% of teachers, respectively, considered printers and photocopiers vital. A majority of teachers 79% strongly agreed and agreed that their capacity to visually engage students is limited due to a lack of projectors. A total of 45.4% teachers strongly agreed and agreed that the lack of storage devices made a big difference, probably because more people are storing their data in the cloud.

Furthermore 32.3% of the teachers strongly disagree and disagree, video games were deemed non-essential. But 61.3% of the teachers strongly agreed and agreed that their classes were less engaging and student engagement was lower when they didn't have access to interactive whiteboards. The study concludes that students in the Ganze Sub-county go through a hard time because their teachers lack the necessary information and

communication technology (ICT) resources to keep up with the demands of modern education.

The results indicate that the teachers' agreement with the items ranged from 32.3% to 91.0%. The percentage of respondents who agreed with items stating that an inadequate number of personal computers/laptops (91.0%), photocopies (83.2%), and printers (82.5%) affect the performance of instructional tasks was high. The majority of the respondents also agreed with the rest of the items, except for two. The two items were a lack of video games (32.3%) and storage devices; only a few teachers agreed that they affected the performance of instructional tasks. The results indicate that the majority of the teachers were of the view that basic ICT facilities, such as personal computers, laptops, printers, and scanners, were either not available or inadequate. Such inadequacies hinder teaching, especially when handling topics that require the incorporation of digital technology, such as simulation.

Discuss results of item analysis

The opinions of educators align with the research of Argüelles-Cruz et al. (2021), which highlights the importance of having access to ICT tools as a basis for successful modern instruction. Technology in education (ICT) improves lesson planning, increases student participation, and opens up new avenues for evaluation, according to research by Stănciulescu and Scarlat (2021).

According to Mutisya (2017), schools in Ganze are unable to implement ICT-enhanced learning due to the high expenses associated with purchasing computers. According to most teachers in this survey, the absence of educational software, interactive whiteboards, and projectors negatively impacted lesson delivery, student interaction, and evaluation.

In addition, according to García et al. (2021), the availability of ICT enhances both the confidence and professional identity of teachers. That teachers who have the resources they need to succeed are more engaged and effective was also noted by Ashrafa et al. (2019). The production of lesson materials is also delayed due to the absence of photocopiers and printers, which impacts the timeliness and completeness of instruction.

The perspectives of the teachers on the relationship between the availability of ICT resources and the performance of instructional tasks were determined by tallying their responses to items used to measure them. A perception was categorized as positive if a respondent agreed with the majority of the items, but considered negative when a respondent disagreed with the majority of the items. The perceptions were then summarised using percentages as shown in Table 16.

Table 16

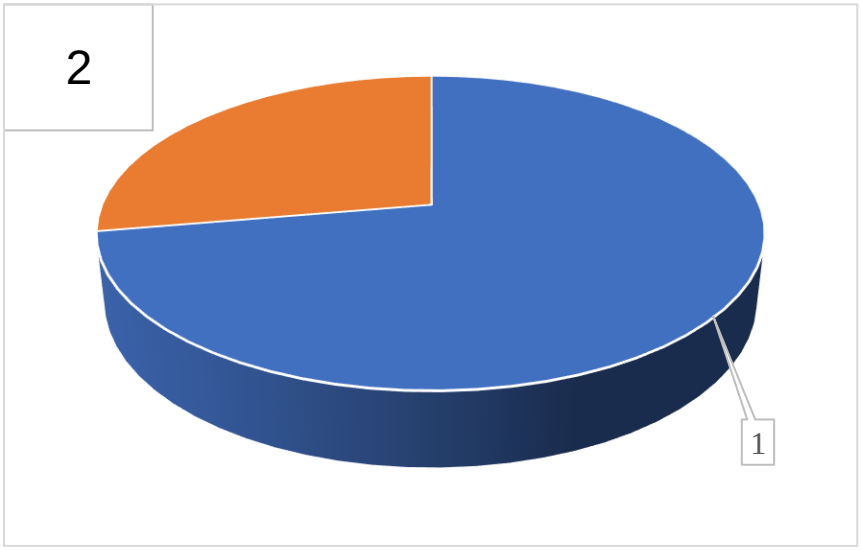
Teachers' Perception on the Impact of the Availability of ICT Resources on Performance of Instructional Tasks (n = 155)

Perception	Frequency	Percent
Positive	112	72.3
Negative	43	27.7

Table 16 reveals that nearly three-quarters (72.3%) of the respondents believed that the availability of ICT resources impacted performance of instructional tasks, while the rest (27.2%) held contrary views. These results imply that the availability of ICT facilities enhances teaching, while inadequacies hinder the performance of instructional tasks.

Figure 5

Principals' Perceptions



The views of the principals on the impact of availability of ICT resources on teachers' performance of instructional tasks were also sought through interviews. Data gathered from them was analysed and either summarised using frequencies and percentages or presented as excerpts. Table 17 provides a summary of principals' responses regarding whether the availability or lack of ICT resources affected teachers' performance of instructional tasks.

Table 17

Principals' Perceptions on the Impact of ICT Resources on Teachers' Performance of Instructional tasks (n = 20)

Resource	Frequency	Percentage
Availability of software (simulation applications, graphics)	19	95.0
Lack of phones	16	60.0
Lack of teacher training in ICT	17	85.0
Lack of personal computers/laptops	19	95.0
Lack of scanners	7	35.0
Lack of digital cameras	7	35.0
Lack of printers	14	70.0
Lack of photocopies	13	65.0
Lack of projectors	15	75.0
Lack of storage devices (CDs, DVDs, harddisks, flashdiscs)	12	60.0
Lack of video games	8	40.0
Lack of interactive whiteboards	17	85.0

The results reveal that the majority of principals perceived that the availability of software (95.0%), Lack of personal computers/laptops (95.0%), lack of training in ICT (85.0%), and interactive whiteboards (85.0%) were associated with teachers' performance of instructional tasks. The results also reveal that a minority of the interviewees thought that a lack of scanners (35.0%), digital cameras (35.0%), and video games (40.0%) was related to teachers' performance of instructional tasks.

The principals advanced various reasons why they felt that the availability of ICT resources affected teachers' performance of instructional tasks. The sentiments of interviewee 17 support this perspective with regard to the availability of software given below:

The availability of specialized instructional software enhances teaching efficiency and the ability to deliver high-quality lessons.

The excerpt below from interviewee 7 explains why they were of the view that resources like PCs, laptops, and ICT infrastructure are correlates of teachers' performance of instruction:

Without essential digital tools, such as computers and projectors, teaching becomes less interactive and engaging. This lack of infrastructure reduces the overall effectiveness of lesson delivery and limits opportunities for dynamic teaching.

The principals also gave reasons why only a few felt that certain ICT resources were not determinant of teachers' performance of instruction tasks, as exemplified by comments of interviewee 19 below:

Scanners are not essential for most tasks, but they can be helpful for administrative duties such as scanning and sharing documents. Their absence does not significantly impact teaching, but would certainly improve efficiency.

Only a few also considered the lack of video games to affect teachers' performance of instructional tasks. Interviewee 9 explained why they felt that inadequacy had no impact on the performance of instructional tasks.

Video games are not used in schools, so their absence does not impact instructional tasks.

Generally, the findings indicate that the principals were of the opinion that the availability of the ICT resources and teachers' performance of instructional tasks were related. The availability of ICT resources enhances teachers' performance of instructional tasks while their inadequacies negatively affect teaching.

Discuss Teachers' and Principals' Findings

The results from both studies corroborate what was already known in Chapter 2: that the use of ICT improves the effectiveness, efficiency, and originality of classroom education (Sahoo et al., 2021; Cone et al., 2021). The power of information and communication technologies to improve underprivileged schools is highlighted by Avom et al. (2020), especially with the use of mobile devices and initiatives to increase digital literacy.

This means that those with a stake in education should prioritize the training of teachers in information and communication technology, allocate resources fairly among schools in urban and rural areas, and boost financing for digital infrastructure.

The data showed that a majority of teachers agreed that the lack of ICT resources hindered their instructional performance. Many schools have very limited access to computers, projectors, and reliable internet, making it difficult to integrate technology into teaching. Principals shared that "in some schools, only the administration has access to computers, leaving teachers with little chance to use digital tools in class." This helps explain why teachers felt that ICT limitations affected their effectiveness. These findings support those of Mutisya (2017) and García et al. (2021), who emphasized that inadequate ICT infrastructure restricts innovation in teaching. Providing more ICT equipment and training teachers on how to use them effectively could enhance classroom engagement and learning outcomes.

Overall, the results show that teachers' performance of instructional tasks is shaped by a combination of socio-economic, delocalization policy, environmental, and ICT factors. The quantitative data, supported by the views of teachers and principals, indicate that improving working conditions, supporting fair deployment, addressing environmental challenges, and expanding access to ICT are all crucial to enhancing instructional

effectiveness. These findings suggest that effective leadership and supportive policies can create a better teaching environment and ultimately improve student achievement in Ganze Sub-County.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusions, and recommendations of the study titled "Teachers' Perception of the Impact of Selected Factors on Performance of Instructional Tasks in Secondary Schools in Ganze Sub-county, Kenya." The purpose of the study was to determine teachers' perceptions of the impact of selected factors on the performance of instructional tasks in secondary schools in Ganze Sub-County.

The following objectives guided the study:

i. To assess teachers' perception of the impact of socio-economic factors on performance of instructional tasks in secondary schools in Ganze Sub-County, Kenya.
ii. To determine teachers' perception of the impact of delocalisation on performance of instructional tasks in secondary schools in Ganze Sub-County, Kenya.
iii. To investigate teachers' perception of the impact of environmental factors on performance of instructional tasks in secondary schools in Ganze Sub-County, Kenya.
iv. To establish teachers' perception of the impact of the availability of ICT resources on the performance of instructional tasks in secondary schools in Ganze Sub-County, Kenya.

This chapter summarizes the main findings of the study as presented in Chapter Four, draws conclusions based on the objectives, and provides recommendations for policy, practice, and future research.

5.2 Summary of the Findings

Identifying the variables that affect instructors' ability to fulfill their pedagogical duties was the driving force behind the research. Involving 155 educators and 20 principals, a mixed-methods study strategy was utilized. Interviews and structured questionnaires were used to gather data, which were subsequently analyzed using thematic analysis and descriptive statistics. What follows is a synopsis of the results:

5.2.1 Socio-Economic Factors and Performance of Instructional Tasks

Most teachers (65.8%, to be exact) believe that students' socioeconomic status affects their academic performance in the classroom, according to the survey. Families living in poverty, inadequate pay for teachers, lack of parental involvement in their children's education, and general instability were highlighted as major concerns. These were the same thoughts voiced by principals, who cited low parental education and poverty as key barriers to good education. These results align with those of Rahn (2022) and Tsegare (2022), who both noted that financial difficulties impact student involvement and teacher performance, and who both linked low pay to low morale among educators.

5.2.1 Delocalization Policy and Performance of Instructional Tasks

The 73.4% said that transfers often disrupt their routines, cause gaps in lesson coverage, and impact their performance of instructional tasks, which indicated that the delocalization policy hindered their ability to teach. Uncertainty, substandard housing, and challenges in settling into new places were issues brought up by educators. It was widely acknowledged among principals that regular transfers disrupted instruction and damaged trust within the community. Loeb and Myung (2020) found that teacher relocation increases attrition and impairs classroom continuity. Our results are in line with their findings.

5.2.2 Environmental Factors and Performance of Instructional Tasks

Problems with infrastructure, severe weather, and distance to school were found to have a major impact on the delivery of lessons. Extreme weather made it harder for teachers to arrange lessons and keep students' attention. School administrators also noted that frequent droughts and floods were a common reason for cancelled classes or low enrollment. Kah (2021) found that environmental obstacles limit teaching in marginalized places; our results complement her findings.

5.2.3 Availability of ICT Resources and Performance of Instructional Tasks

The majority of participants felt that their ability to educate was hindered due to a lack of appropriate information and communication technology resources. Numerous educators cited insufficient access to computers, projectors, and the internet as a barrier to the widespread use of digital resources in the classroom. There is an immediate need to invest in infrastructure, and principals have stressed the digital divide that exists in rural schools. This lends credence to the claims made by Pisriwati et al. (2024) that digital tools enhance both the delivery of material and learner engagement.

5.3 Conclusions

The study aimed to investigate teachers' perceptions of the impact of selected factors on the performance of instructional tasks in secondary schools in Ganze Sub-County, Kenya. The focus was on four main areas: socio-economic factors, delocalisation, environmental factors, and the availability of ICT resources. The conclusions are presented in accordance with the study's objectives.

According to the first objective, the study concluded that socio-economic factors have a significant influence on how teachers perform their instructional duties. Teachers working in low-income and hardship areas face challenges such as poor housing, limited

teaching materials, and long commuting distances. These factors lower their morale and affect lesson preparation and delivery. It was clear that teachers who are better supported financially and materially are more productive and consistent in their work. Improving teachers' welfare, housing, and access to teaching resources would therefore enhance the quality of instruction in secondary schools in Ganze Sub-County.

Secondly, the study concluded that the delocalisation policy, as outlined in the Teachers Service Commission Circular No. 12/2018, has affected teachers both positively and negatively. The program was designed to bring the country together and prevent local governments from interfering with school management, but it has also worsened teachers' family lives and emotional stability. Many teachers struggled to adjust to new environments and felt stressed, which made it difficult for them to focus and complete tasks. The research indicated that educators exhibit enhanced performance when they are secure and supported in their professional environment. This means that the policy needs to be implemented in a way that is more balanced and considers teachers' personal lives and health.

Thirdly, the study found that teachers' capacity to do their jobs in Ganze Sub-County is greatly affected by the surroundings. Drought, excessive heat, and periodic flooding are all examples of harsh weather that make it difficult to teach and keep students from attending class. Teachers often struggle to perform their duties effectively due to inadequate infrastructure and insufficient resources. Schools in these areas typically struggle to keep up with regular lessons when the weather is particularly bad. The results indicate that we need to enhance infrastructure, ensure reliable water supplies, and maintain a safe and comfortable learning environment for both teachers and students.

According to the last goal, the survey found that the lack of ICT resources remains a significant challenge for learning and teaching. Most schools lack sufficient computers, projectors, and reliable internet access. Teachers stated that they required improved ICT infrastructure and training to effectively integrate technology into their lessons. Schools that possessed some ICT tools but lacked knowledge on how to use them still struggled to utilize them effectively. Providing instructors with digital skills and increasing the availability of ICT facilities would help make lessons more engaging and enhance their delivery.

5.3.1 Overall Conclusion

The study found that teachers' ability to perform their jobs is influenced by a combination of social, economic, environmental, policy, and technical factors. To address these issues, the Ministry of Education, the Teachers Service Commission, and school administrators must collaborate. When instructors have the right tools, support, and stable working conditions, their teaching improves significantly. Improving teacher welfare and making schools more welcoming will lead to higher learning and better grades in Ganze Sub-County and other parts of Kenya that are similar.

5.4 Recommendations

The study's results and conclusions led to several suggestions for how to improve teachers' job performance in secondary schools in Ganze Sub-County. The recommendations are organized according to the study's objectives and are intended for school administrators, legislators, and teachers.

5.4.1 Socio-Economic Factors

For Policymakers: The Ministry of Education and the Teachers Service Commission (TSC) should enhance welfare programs for teachers working in challenging locations,

such as Ganze Sub-County. This can be achieved by adjusting hardship and housing allowances to better align with the cost of living in such areas. To keep teachers motivated and reduce their financial stress, salaries and allowances should also be paid on time.

For School Leaders: School principals should strive to create a school environment where teachers feel valued and appreciated. Recognizing what teachers do, supporting teamwork, and encouraging open communication can all help boost morale. Principals can also collaborate with community members and local groups to enhance schools and provide essential services that facilitate teaching and learning.

For Teachers: Teachers should be prudent with their finances and seek opportunities to advance professionally. They can exchange ideas on how to address socio-economic problems while still excelling in the classroom by participating in mentorship programs and peer networks.

5.4.2 Delocalisation Policy

For Policymakers (TSC): The Teachers Service Commission should examine how the delocalization policy is being implemented and make it more flexible to meet the individual needs of teachers. Transfers should take into account factors such as family issues, distance, and health concerns. Teachers who are relocated should receive training and support to help them adjust to their new surroundings more easily.

For School Leaders: Principals should help teachers who have moved by making their new schools feel like home. Providing new instructors with mentors and encouraging them to collaborate will help them adjust to their new roles more quickly and stay focused on their teaching.

For Teachers: Teachers who are affected by delocalisation should be open to the new places they will be working. They may adapt and do their jobs well despite the hurdles if they build close relationships with their coworkers and get involved in the community.

5.4.3 Environmental Factors

For Policymakers: The Ministry of Education, in partnership with county governments, should prioritize improving school infrastructure in areas of hardship. There should be efforts to ensure that there are stable sources of water, energy, and classrooms that can withstand adverse weather conditions. Schools should also teach students how to prepare for disasters and how to take care of the environment.

For School Leaders: Principals should be responsible for maintaining a clean and safe school environment and continually improving it. They can get people involved in their neighborhood and encourage activities like planting trees and collecting rainwater. Changing school schedules during inclement weather can also help prevent interruptions to teaching and learning.

For Teachers: Teachers should employ flexible teaching approaches that consider the unique challenges of the environment. Using materials that are readily available in the area and adjusting lesson times to accommodate the local environment can help sustain learning even when challenges arise.

5.4.4 Availability of ICT Resources

For Policymakers: The Ministry of Education and the TSC should allocate more funds for ICT infrastructure in schools in rural areas. This involves ensuring a consistent power supply, as well as providing computers, projectors, and internet access. To help instructors become more comfortable with using technology in the classroom, they

should also receive regular training on how to effectively utilize ICT. For School Leaders: Principals should ensure that the ICT resources available in schools are utilized for more than just administrative tasks. Holding internal seminars and encouraging teachers to make digital lesson materials can help teachers use ICT more effectively in the classroom.

For Teachers: Teachers should take advantage of any available ICT training opportunities to improve their skills. They should also collaborate and share experiences on how to utilize technology effectively in teaching, making learning more interactive and engaging for students.

5.4.5 Overall Recommendation

Improving teachers' performance of instructional tasks in Ganze Sub-County requires a joint effort from all education stakeholders. Policymakers should create enabling policies and provide adequate resources, school leaders should foster supportive and well-managed learning environments, and teachers should remain professional and committed to their instructional duties. When all stakeholders play their part, the quality of education in Ganze Sub-County and similar regions will improve, leading to better learning outcomes and overall academic achievement.

5.5 Suggestions for Further Research

This study focused on teachers' perceptions of the impact of selected factors on the performance of instructional tasks in secondary schools in Ganze Sub-County, Kenya. While the study achieved its objectives, it also revealed areas that could benefit from further investigation. The following suggestions are offered for future researchers who may wish to build upon the findings of this study.

5.5.1 Comparative Studies in other Regions

Future research could be carried out in other sub-counties or counties with similar socio-economic and environmental conditions to compare the findings. This would help determine if the problems that teachers in Ganze Sub-County are experiencing are unique to their area or if they are also affecting teachers in other parts of Kenya who are facing similar challenges.

5.5.2 Long-Term Effects of Delocalisation

Additional research may investigate the enduring effects of the Teachers Service Commission's delocalisation policy on teacher morale, retention, and classroom performance. Such research could also examine the perspectives of teachers' families to better understand the impact of delocalization on their social and emotional well-being.

5.5.3 Instructional Leadership and Teacher Performance

Since leadership has been proven to be a major factor in how well teachers perform their jobs, future studies should investigate how different types of leadership and school management impact teacher motivation, job satisfaction, and classroom effectiveness, particularly in rural or low-income areas.

5.5.4 Integration of ICT in Teaching

Another issue that needs further research is how ICT may help teachers do their jobs better. Future research may examine the impact of teachers' digital competencies, technological access, and institutional support on the effective incorporation of ICT in educational practices.

5.5.5 Teachers' Lived Experiences in Hardship Areas

A more comprehensive qualitative study could be undertaken to investigate teachers' lived experiences, focusing on their strategies for managing socio-economic challenges, adverse environmental conditions, and limited resources. Such a study would yield profound insights into the personal and professional circumstances of educators at isolated schools.

5.5.6 Link between Teacher Performance and Student Outcomes

Additional research may investigate the direct impact of teachers' execution of instructional tasks on students' academic success. This would help clarify the link between teacher-related factors and student results, which is important for improving education.

5.5.7 Implementation of Education Policies

Future studies could also focus on how education policies related to teacher deployment, welfare, and ICT use are implemented and monitored at the school and county levels. Understanding how these policies operate in practice would help identify gaps and strengthen support systems for teachers.

In conclusion, future research should aim to deepen the understanding of the factors that influence teachers' instructional performance, especially in areas of hardship. Such studies will not only contribute to the existing body of knowledge but also provide practical insights that can inform policy formulation, school management, and teacher development efforts aimed at enhancing education standards in Kenya.

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APPENDICES

Appendix I: Distribution of the Sample in Ganze Sub-County

N.o	School	Teachers' Population size (N)	Teachers' Sample size (s)
1	Ganze Boys	19	19
2	Ganze Girls	24	24
3	Midoina	5	5
4	Godoma	22	22
5	Jila	8	8
6	Bandari	13	13
7	Shaka	8	8
8	Mitangani	23	23
9	Dungicha	11	11
10	Pentanguo	9	9
11	Vitengeni Bap	18	18
12	Shangweni	7	7
13	Magogoni	8	8
14	Ndugumnani	9	9
15	Amason Kingi	7	7
16	Sokoke	22	22
17	Ambassador Kithi	3	3
18	Kachororoni	9	9
19	Bale	10	10
20	Rare	2	2
21	Mwangea	12	12
Total		249	249

Source: Ministry of Education, Ganze Sub-County, Director (2022*)*

Appendix II: National Kenya Grading Scale

The Kenya Grading Scale		
Grade	Mean Points	Marks
A	12	80 - 100
A-	11	75 – 79.99
B+	10	70 – 74.99
B	9	65 – 69.99
B-	8	60 – 64.99
C+	7	55 – 59.99
C	6	50 – 54.99
C-	5	45 – 49.99
D+	4	40 – 44.99
D	3	35 – 39.99
D-	2	30 – 34.99
E	1	0 – 29.99

Source: Ministry of Education, Ganze Sub-County, Director (2022)

Appendix III: Overall National K.C.S.E. Grade Summary For 2019

Gender	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Female	58	2.685	6.581	10.204	13.649	17.238	22.960	30.979	41.632	57.487	77.718	18.077
Male	83	1.960	4.394	7.012	10.096	14.969	21.832	30.047	39.319	54.648	72.211	15.322
ALL	141	4.645	10.975	17.216	23.745	32.207	44.792	61.026	80.951	112.135	149.929	33.399
CUM % AGE	0.02	0.83	2.73	5.71	9.83	15.41	23.17	33.74	47.76	67.19	93.16	98.95
CUM. TOTAL	141	4.786	15.761	32.977	56.722	88.929	133.721	194.747	275.698	387.833	537.762	571.161
% AGE	0.02	0.80	1.90	2.98	4.11	5.58	7.76	10.57	14.02	19.43	25.97	5.79

Source: https://venasnews.co.ke/2016/12/30/full-analysis-2015-2016-kcse-results-table-format/

Appendix V: Overall National K.C.S.E Grade Summary For 2015

GENDER	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
FEMALE	2024	7952	13517	19826	25312	29556	33437	37482	40181	40442	25531	3127
MALE	661	4117	8410	13634	19269	25214	31476	36633	38976	39113	23127	2223
ALL	2685	12069	21927	33460	44581	54770	64913	74115	79157	79555	48658	5350
CUM % AGE	0.51	2.81	6.98	13.34	21.82	32.23	44.58	58.67	73.73	88.86	98.11	99.13
CUM. TOTAL	2685	14754	36681	70141	114722	169492	234405	308520	387677	467232	515890	521240
% AGE	0.51	2.30	4.17	6.36	8.48	10.42	12.35	14.10	15.05	15.13	9.25	1.02

Source: https://venasnews.co.ke/2016/12/30/full-analysis-2015-2016-kcse-results-table format/

Appendix VI: Number Of Secondary Schools In Ganze Sub-County (All The Schools Below Are Public)

Boy Schools	
1	Ganze Boys
2	Sokoke
3	Vitengeni

Girl Schools	
4	Ganze Girls
5	Mwangea

Boarding School	
6	Ganze Boys
7	Ganze Girls
8	Sokoke
9	Vitengeni
10	Mwangea
11	Godoma

Mixed Day Schools	
12	Pentanguo
13	Dungicha
14	Shangweni
15	Jila
16	Bandari
17	Shaka
18	Midoina
19	Mitangani
20	Kachochoroni
21	Magogoni
22	Amason Kithi
23	Rare
24	Ambassador Kithi
25	Ndugumnani
26	Bale

Source: Ministry of Education, Ganze Sub-County, Director (2025)

Appendix VII: Number of Teachers in Secondary Schools in Ganze Sub-County

Secondary Schools		Number Of Teachers
1	Ganze Boys	19
2	Ganze Girls	24
3	Midoina	5
4	Godoma	22
5	Jila	8
6	Bandari	13
7	Shaka	8
8	Mitangani	23
9	Dungicha	11
10	Petanguo	9
11	Vitengeni Bap	18
12	Shangweni	7
13	Magogoni	8
14	Ndugumnani	9
15	Amason Kingi	7
16	Sokoke	22
17	Ambassador Kithi	3
18	Kachororoni	9
19	Bale	10
20	Rare	2
21	Mwangea	12

Source: Ministry of Education, Ganze Sub-County, Director (2022)

Appendix VIII: Below Are Schools That Are Fully Functional And Qualified For K.C.S.E In B And Schools That Are Just Starting Up And Haven't Qualified For K.C.S.E In A

A

Start up Schools that Haven't Qualified for K.C.S.E	
1	Ambassador Kingi
2	Rare

B

Functioning Schools Qualified For K.C.S.E	
1	Ganze Boys
2	Ganze Girls
3	Midoina
4	Godoma
5	Jila
6	Bandari
7	Shaka
8	Mitangani
9	Dungicha
10	Pentanguo
11	Vitengeni
12	Shangweni
13	Magogoni
14	Ndugu Mnani
15	Amason Kingi
16	Sokoke
17	Kachororoni
18	Bale
19	Mwangea

Source: Ministry of Education, Ganze Sub-County, Director (2022)

Appendix VIII: K.C.S.E. Mean Grade of Ganze Sub-County Secondary Schools from 2018 to 2022

RA	SCHOOL	ENTRY	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	W	P	U	Y	MEAN 2020	GRADE	MEAN 2019	DEVIATION
1	GODOMA	104	0	0	0	0	5	7	17	23	28	23	1	0	1	0	0	0	0	4.702	C-	4.685	0.017
2	SOKOKE	83	0	0	0	0	3	1	6	12	28	18	14	1	0	0	0	0	0	3.88	D+	4.803	-0.923
3	DUNGICHA	33	0	0	0	0	0	0	3	2	7	13	8	0	0	0	0	0	0	3.364	D	3.12	0.244
4	GANZE GIRLS	115	0	0	0	0	0	2	2	7	24	57	23	0	0	0	0	0	0	3.252	D	3.9872	-0.735
5	JARIBUNI	56	0	0	0	0	0	2	2	4	13	13	21	1	0	0	0	0	0	3.214	D	3.2857	-0.072
6	PALAKUMI	26	0	0	0	0	0	0	6	1	5	4	13	0	0	0	0	0	0	3.115	D	4.2	-1.385
7	MQANGEA G	65	0	0	1	0	0	0	2	4	5	25	28	0	1	0	0	0	0	2.969	D	3	-0.031
8	GANZE BOYS	87	0	0	0	0	0	0	5	5	16	28	31	2	1	0	0	0	0	3.105	D	3.4769	-0.372
9	VITENGENI	54	0	0	0	0	0	1	1	3	11	14	19	5	1	0	0	0	0	2.907	D	2.736	0.171
10	KACHORORO I	28	0	0	0	0	0	0	0	2	5	9	12	0	0	0	0	0	0	2.893	D	3.019	-0.126
11	BANDARI	51	0	0	0	1	1	0	2	3	4	14	19	7	0	0	0	0	0	2.882	D	2.947	-0.065
12	SHANGWENI	32	0	0	0	0	0	0	0	3	4	11	14	0	0	0	0	0	0	2.875	D	3.556	-0.681
13	MITANGANI	68	0	0	0	0	0	0	1	3	10	26	28	0	0	0	0	0	0	2.868	D	2.883	-0.015
14	BALE	58	0	0	0	0	0	0	1	4	4	14	30	5	0	0	0	0	0	2.81	D	3.225	-0.415
15	MAGOGONI	29	0	0	0	0	0	0	0	1	3	9	14	2	0	0	0	0	0	2.552	D	2.481	0.071
16	AMASON KIN	80	0	0	0	0	0	1	0	3	6	20	45	5	1	0	0	0	0	2.544	D	2.25	0.294
17	PETANGUO	53	0	0	0	0	1	0	0	0	5	15	27	5	0	0	0	0	0	2.491	D-	2.606	-0.115
18	JILA	43	0	0	0	0	0	0	1	0	1	12	25	4	0	0	0	0	0	2.326	D-	2.825	-0.499
19	SOSONI	32	0	0	0	0	0	0	0	1	2	8	15	6	0	0	0	0	0	2.281	D-	2.33	-0.049
20	MAYOWE	38	0	0	0	0	0	0	0	1	1	10	18	8	0	0	0	0	0	2.184	D-	2.214	-0.03
21	VYAMBANI	78	0	0	0	0	1	1	0	2	5	5	46	18	0	0	0	0	0	2.179	D-	2.032	0.147
22	GANZE PRIVA	21	0	0	0	0	0	0	0	0	0	2	11	8	1	0	0	0	0	1.714	D-	0	0
	SUB-COUNTY	1234	0	0	1	1	11	15	46	84	187	350	462	77	6	0	0	0	0	3.0041	D	3.2807	-0.277

Source: Ministry of Education, Ganze Sub-County, Director(2022)

		ATTENDANCE				GRADE COUNT														MEAN SCORES			
NO	Name of School	B	G	T	AB	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	Y	U	W	2022	2021	2020	DEV
1	GODOMA BOYS	96	0	96	2	0	0	2	8	8	14	20	23	16	3	0	0	2	0	0	0	5.9787	5.6204	5.708	0.3583
2	VITENGENI BAPTIST	118	0	118	0	0	0	0	0	5	9	26	51	17	7	1	0	0	0	1	1	5.2155	3.7380	3.5530	1.4776
3	SOKOKE BOYS HIGH SCHOOL	105	0	105	0	0	0	0	0	5	6	16	35	30	12	1	0	0	0	0	0	4.8667	4.3672	4.5	0.4995
4	GANZE GIRLS SECONDARY SCHOOL	0	155	155	1	0	0	0	0	2	4	14	42	43	35	14	0	1	0	0	0	4.1753	4.2115	4.6857	-0.0362
5	GANZE BOYS SEC. SCHOOL	100	0	100	0	0	0	0	0	0	5	4	28	31	25	7	0	0	0	0	0	4.1200	4.0459	4.2273	0.0741
6	NDUGUMNANI SEC. SCHOOL	21	28	49	0	0	0	0	0	0	2	1	9	19	12	6	0	0	0	0	0	3.8570	3.4280	2.6400	0.429
7	MWANGEA GIRLS	0	140	140	0	0	0	0	0	0	0	2	23	61	48	6	0	0	0	0	0	3.7643	4.0565	3.6753	-0.2922
8	PETANGUO SEC. SCHOOL	44	30	74	0	0	0	0	0	1	6	2	5	14	22	21	3	0	0	0	0	3.4324	2.7564	2.975	0.676
9	AMASON JEFFAH	22	25	47	1	0	0	0	0	0	1	1	2	8	11	16	1	1	0	0	0	3.2444	2.7872	3.9737	0.4572
10	MITANGANI SECONDARY	99	121	220	0	0	0	0	0	1	6	3	23	44	65	68	10	0	0	0	0	3.1818	3.0600	3.7760	0.1218
11	DUNGICHA SECONDARY	59	83	142	1	0	0	0	0	1	2	5	7	13	58	52	3	1	0	0	0	2.9787	2.6420	3.6330	0.3367
12	JILA SECONDARY	28	30	58	0	0	0	0	0	0	0	1	6	10	16	20	5	0	0	0	0	2.9140	2.7640	3.4780	0.1500
13	SHANGWENI SEC. SCHOOL	17	27	44	0	0	0	0	0	0	1	0	2	10	8	21	2	0	0	0	0	2.8409	3.0260	3.4780	-0.1851
14	SHAKA SEC. SCHOOL	39	31	70	0	0	0	0	0	1	1	2	1	10	13	34	7	0	0	0	0	2.7101	2.4800	3.4840	0.2301
15	MAGOGONI SECONDARY	45	42	87	0	0	0	0	0	0	0	0	3	9	32	41	2	0	0	0	0	2.6551	2.3125	2.4210	0.3426
16	BANDARI SECONDARY SCHOOL	85	99	184	1	0	0	0	0	0	0	4	12	20	40	91	16	1	0	0	0	2.6340	2.6890	3.3300	-0.0550
17	KACHORORONI SEC	57	68	125	0	0	0	0	0	0	1	4	14	16	42	42	0	0	0	0	0	2.5757	2.9191	3.1408	-0.3434
18	BALE SECONDARY SCH	64	61	125	0	0	0	0	0	0	0	1	7	21	42	47	7	0	0	0	0	2.5500	2.7059	3.7031	-0.1559
19	AMBASSADOR KITHI MEMORIAL SEC. SCHOOL	13	14	27	0	0	0	0	0	0	0	0	1	0	8	16	2	0	0	0	0	2.2590	2.0000	2.1100	0.2590
20	MIDOINA SEC. SCHOOL	20	13	33	0	0	0	0	0	0	0	0	0	1	7	17	8	0	0	0	0	2.0303	2.1667	2.4400	-0.1364
	2022	1032	967	1999	6	0	0	2	8	24	58	106	294	393	506	521	66	6	0	1	1	3.3992	3.1888	3.5466	
	2021																								0.2104

GANZE SUB-COUNTY 2019 KCSE ANALYSIS

ENT 1235 GRADE:

S/N	SCHOOL	ENTRY	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	Y	P	U	2019	2018	2017	DEV
1	GODOMA	110	0	0	2	5	13	25	24	25	13	3	0	0	0	0	0	0	6.1273	4.9727	4.7019	1.1546
2	SOKOKE	89	0	0	2	1	2	9	15	12	22	20	6	0	0	0	0	0	4.696629	4.241666	3.8705	0.455
3	GANZE BOYS	85	0	0	0	5	4	4	5	10	23	23	11	0	0	0	0	0	4.329411	3.4111		0.9183
4	GANZE GIRLS	131	0	0	0	3	3	6	8	27	35	38	11	0	0	0	0	0	4.2137	3.872	3.2523	0.3417
5	NDUGU MNANI	20	0	0	0	0	0	2	2	3	3	5	5	0	0	0	0	0	3.9	2.814	NEW	1.086
6	MWANGEA	81	0	0	0	1	2	1	4	12	22	30	8	0	1	0	0	0	3.875	3.169	2.969	0.706
7	SHANGWENI	29	0	0	0	0	1	0	2	7	5	10	3	1	0	0	0	0	3.862	3.3235	2.875	0.5386
8	MITANGANI	122	0	0	3	0	4	4	6	8	29	42	26	0	0	0	0	0	3.7705	3 .2735	2.865	0.497
9	KACHORORONI	56	0	1	0	1	1	1	3	3	12	22	11	1	0	0	0	0	3.660714	3.4	2.893	0.2607
10	BALE	54	0	0	0	0	1	2	3	3	11	17	18	1	0	0	0	0	3.3889	2.8666	2.897	0.5223
11	JILA	60	0	0	0	0	0	3	2	4	9	26	14	1	1	0	0	0	3.322	3.056	2.326	0.266
12	DUNGICHA	54	0	0	0	0	1	0	1	3	9	23	17	0	0	0	0	0	3.1111	3.333	3.363	-0.2219
13	BANDARI	64	0	0	0	0	1	2	3	3	7	17	29	2	0	0	0	0	3.0312	3.45	2.8824	-0.4188
14	SHAKA	29	0	0	0	0	0	0	0	3	3	12	11	0	0	0	0	0	2.931034	2.79	NEW	0.241
15	VITENGENI	81	0	0	0	0	2	1	3	4	11	18	36	6	0	0	0	0	2.925925	3.238	2.855	-0.3121
16	AMASON J. KINGI	41	0	0	0	1	2	1	1	2	7	14	11	1	1	0	0	0	2.8267	3.44	2.544	-0.6173
17	PETANGUO	78	0	0	0	0	2	0	1	3	5	18	42	7	0	0	0	0	2.5897	2.2683	2.4906	0.3214
18	MAGOGOGNI	35	0	0	0	0	0	0	0	1	5	7	19	3	0	0	0	0	2.48574	2.6925	2.552	-0.2068
19	MIDOINA	16	0	0	0	0	0	0	0	0	1	3	8	4	0	0	0	0	2.0625	2.118	NEW	-0.0555
	MEAN GRADE	1235	0	1	7	17	39	61	83	133	232	348	286	27	3	0	0	0	3.532108053	3.2475759	3.022447	0.216

For SUB-COUNTY DIRECTOR OF EDUCATION
GANZE - SUB - COUNTY
7 A FEB 2024
P. O. Box 6-80205, GANZE

Appendix IX: Proof of KNUT Commission Full Awareness of the Policy

31ST JULY, 2018

TEACHERS SERVICE COMMISSION

TSC POSITION ON DELOCALISATION AND TEACHER APPRAISAL

The attention of the Teachers Service Commission is drawn to media reports attributed to Kenya National Union of Teachers (KNUT) Secretary General Hon Wilson Sossion linking school unrest to the implementation of some provisions of the 2017-2021 Collective Bargaining Agreement (CBAs). In particular, Mr Sossion has attempted to attribute the few instances of school strikes to the delocalization of institutional administrators as provided for in the CBAs.

He has also openly expressed opposition to the Teacher Appraisal programme even after supporting and approving the provision for appraisal in the CBA signed with KNUT with regard to delocalization and appraisal, the Commission wishes to inform all teachers, heads of institution and stakeholders as follows:

1. DELOCALISATION AND ASSIGNMENT OF TEACHERS

I. Delocalization of institutional administrators is provided for in the CBAs negotiated and signed between teachers' Unions and

the TSC in October 2016. The CBAs were subsequently registered at the Employment and Labour Relations Court (ELRC) in November and became binding to all the parties that signed the agreements.

During negotiations and signing of the 2017-2021 CBA with KNUT, Hon Sossion fully participated and indeed signed the binding agreement in his capacity as KNUT Secretary General. The relevant part of the CBA provides that:
"In undertaking deployment, the Commission shall endeavour to de-localise the administration of public educational institutions".

II. Outside the CBA, and as a matter of policy and practice, employment with the TSC is offered only on the basis of willingness and readiness of all employees to serve in any part of the country where their services are required. In fact, all selected candidates for teaching and other positions sign in acceptance of that basic condition before they can be posted.

2. TEACHER APPRAISAL PROGRAMME

The Teacher Appraisal programme is provided for in clause 4 of the respective CBAs and Regulation 52 of the Code of Regulations for Teachers (2015). Specifically, the relevant provision states that: "*The Commission shall develop an open performance appraisal system for teachers in its employment to strengthen supervision and to continuously monitor the performance of teachers in curriculum implementation at the institution level*".

Crucially, the Code itself was developed in a most participatory manner and KNUT gave its input on all the provisions in the Code. Effectively, KNUT fully endorsed the Teacher Appraisal programme. In fact, the Union participated in a benchmarking trip to the United Kingdom and later a six-month pilot project on the Appraisal programme carried out in six counties across the country.

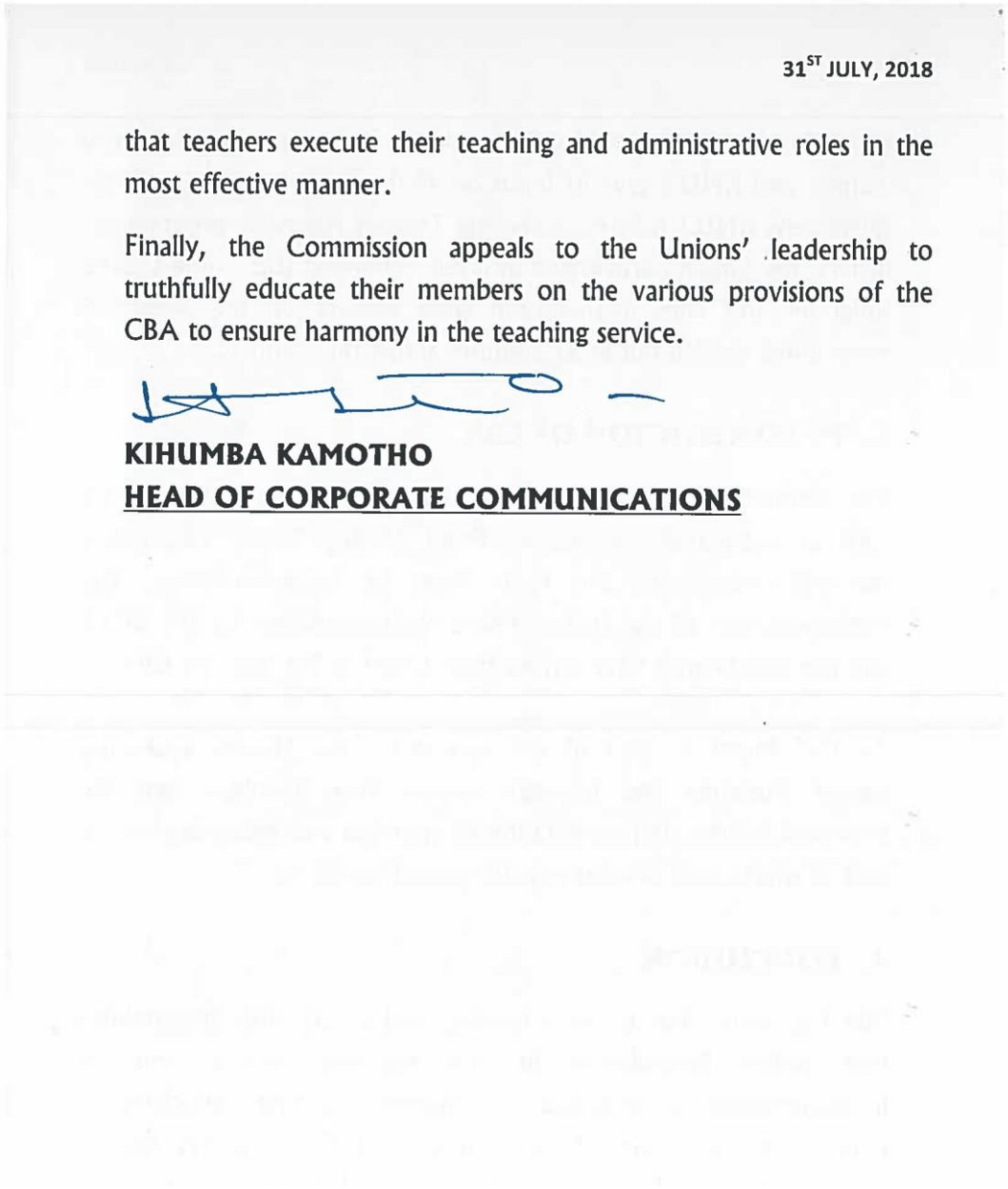
3. IMPLEMENTATION OF CBA

The Commission is committed to the full implementation of the CBA as negotiated and signed. From 1st July 2017, TSC raised teachers' salaries in the First Phase of implementation. The implementation of the Second Phase commenced on 1st July 2018 and teachers salaries have further been raised in line with the CBAs.

As TSC meets its part of the agreement, the Unions leadership should truthfully and honestly inform their members that the improved salaries, implementation of appraisal and delocalisation are part of what union officials negotiated and signed for.

4. CONCLUSION

The TSC would like to assure teachers and all the other stakeholders that policy formulation in the teaching service and its implementation is intended to improve learning outcomes in educational institutions. As an employer, TSC will always address issues and situations that are specific to individuals in order to ensure



31ST JULY, 2018

that teachers execute their teaching and administrative roles in the most effective manner.

Finally, the Commission appeals to the Unions' leadership to truthfully educate their members on the various provisions of the CBA to ensure harmony in the teaching service.

KIHUMBA KAMOTHO
HEAD OF CORPORATE COMMUNICATIONS

Source: former head of communications at the teachers service commission (TSC), (2022)

Appendix X: Letter of Transmittal of Data Collection Instruments

Kabarak University (Main Campus), Department Of Education,

Private Bag, 20157, Nakuru,

Kenya.

Dear Sir/ Madam,

Re: Data Collection for Study on the Impact of Selected Factors on Teachers' Performance of Instructional Tasks in Secondary Schools in Ganze Sub-County.

I am Osoro Beverly Moraa, National Identity Number 32418657, a student of Kabarak University, School of Education, and registration number GMEML/M/0606/05/19. I am currently undertaking my research as a requirement for the award of Master of Education in Management and Leadership. My study is on the relationship between selected factors and teachers' performance of instructional tasks in secondary schools in Ganze Sub-county.

Kindly respond honestly to all items provided in the questionnaire. I look forward to your cooperation.

Thank you,

Osoro Beverly Moraa

Appendix XI: Principal's Interview Schedule

Preamble

The researcher introduces herself to the interviewee and explains the purpose of the study, and seeks the participant's consent. The researchers also explain to the interviewee the procedures that will be followed during the interview.

Section A: Details of the participants

The researchers gather the personal details of the interviewee (school, gender, education level, experience as a principal, duration as head of current school)

……

Discussions Themes

The items in subsequent sections guided the interviews:

Section B: Socio-economic factors and teachers' performance of instructional tasks.

1. How does teachers' home background impact on how you perform instructional tasks?.....

   ……

2. How does teachers' culture impact on how you perform instructional tasks?

   ……..…

   ……

3. How does parent involvement impact on how teachers perform their instructional tasks? ?.....

   ……

   …..

4. How does insecurity impact on teachers' performance of instructional tasks? …….

   .....

   …..

5. How does the level of parent's education impact on teachers perform instructional tasks?.....

   ……

   ……..

6. How does gender inequality impact on teachers' performance of instructional tasks?

……

……..

7. What impact does poverty have on teachers perform instructional tasks?

……

……

Section C: Delocalisation policy and teachers' performance of instructional tasks

1. How does delocalization policy (*with regard to housing, health, motivation, lesson preparation, utilisation of teachers, professional development*) impact on teachers' performance of instructional tasks? ……

……..……

……

Section D: Environmental factors and teachers' performance of instructional tasks

How conducive is the school physical environment (in terms of humidity, lighting, air pollution, temperatures, floods, drought) for teaching learning?……..……..

……

……

How do these environment factors affect teachers' performance of their instructional tasks?.....

……..…

Section E: ICT Resources and Teachers' Performance of Instructional Tasks

1. Rate the availability of ICT resources (scanners, cameras, printers, photocopiers, projectors, software, storage devices) in your school ……...
2. How trained are teachers on use of ICT in teaching?.....
3. How does ICT facilities impact on teachers' performance of their instructional tasks?.....

The End

Thank you for participating in the study

Appendix XII: Teachers' Questionnaire

Dear teacher

I am Osoro Moraa Beverly, a student at Kabarak University pursuing a master's degree in Education Management and Leadership. I am conducting a research titled *Relationship between selected factors and teachers' performance of instructional tasks in secondary schools in Ganze Sub-County* as part of the coursework. I am humbly requesting your participation in the study by filling this questionnaire. May I assure you that any information provided will be used for academic purposes only.

Thank you

Osoro Beverly Moraa

Instructions

- Please do not write your name on the questionnaire.
- Indicate the selected responses by placing a tick (□) in the chosen cell/box

Section A: Socio-economic factors and teachers' performance of instructional tasks.

Using the given scale, indicate the extent of agreement with the items in the table below.

Scale: Strongly Disagree (SD), disagree (D), Agree (A), Strongly Agree (SA)

No.	Item	SD	D	A	SA
1	Low pay impacts on how I perform instructional tasks				
2	Involvement in cultural activities impacts on how I perform instructional tasks				
3	Uncooperative Non-competitive parents impact on how I perform instructional tasks (not clear)				
4	Insecurity impacts how I perform instructional tasks				
5	Level of parent's education impacts on how I perform instructional tasks				
6	Performance of household chores impacts on how I perform instructional tasks				
7	Poverty levels impact on how I perform instructional tasks				
8	Participating in church activities impacts on how I perform instructional tasks				
9	Participating in student affairs impacts on how I perform instructional tasks				
10	Language difference impacts on how I perform instructional tasks				
11	Values held by teachers impacts on how I perform instructional tasks				
12	Unhealthy relationship with students impacts on how I performance instructional tasks				

Section B: Delocalisation Policy and Teachers' Performance of Instructional Tasks

Indicate the extent of agreement with the items on delocalisation policy and teachers' performance of instructional tasks in the table below. Use the given scale

Scale: Strongly Disagree (SD), disagree (D), Agree (A), Strongly Agree (SA)

No		SD	D	A	SA
1	Delocalization impacts on how I perform instructional tasks				
2	Lack of job stability in respective stations impacts on how I perform instructional tasks				
3	Lack of good housing in new schools impacts on how I perform instructional tasks				
4	Delocalization impacts on my health				
5	Constant delocalization impacts on how I prepare for lessons				
6	Delocalization impacts on optimal utilization of my ability to teach				
7	Delocalization impacts on how I attend in-service activities that enable me to teach properly				
8	Delocalization impact on the hours I spend on teaching				
9	Delocalization impacts on my use of instructional materials (ICT resources) in teaching				

Section C: Environmental Factors and teachers' performance of instructional tasks

Indicate, using the given scale the extent of agreement with the items on environmental factors and teachers' performance of instructional tasks in the le below.

Scale: Strongly Disagree (SD), disagree (D), Agree (A), Strongly Agree (SA)

No	Item	SD	D	A	SA
1	High humidity impacts how I perform instructional tasks				
2	Drought impacts how I perform instructional tasks				
3	High temperatures have an impact on how I perform instructional tasks				
4	Air pollution impacts how I perform instructional tasks				
5	Rough terrain impacts my punctuality to school				
6	Insufficient lighting impacts how I perform instructional tasks				
7	Noise pollution impacts how I perform instructional tasks				
8	Water pollution impacts how I perform instructional tasks				
9	Disease vectors' impact on how I perform instructional tasks				
10	Rising sea levels have an impacts on how I perform instructional tasks				
11	Floods impacts on how I perform instructional tasks				

Section D: ICT facilities and teachers' performance of instructional tasks

Use the given scale to indicate the extent of agreement with the items on ICT facilities and teachers' performance of instructional tasks in the table below.

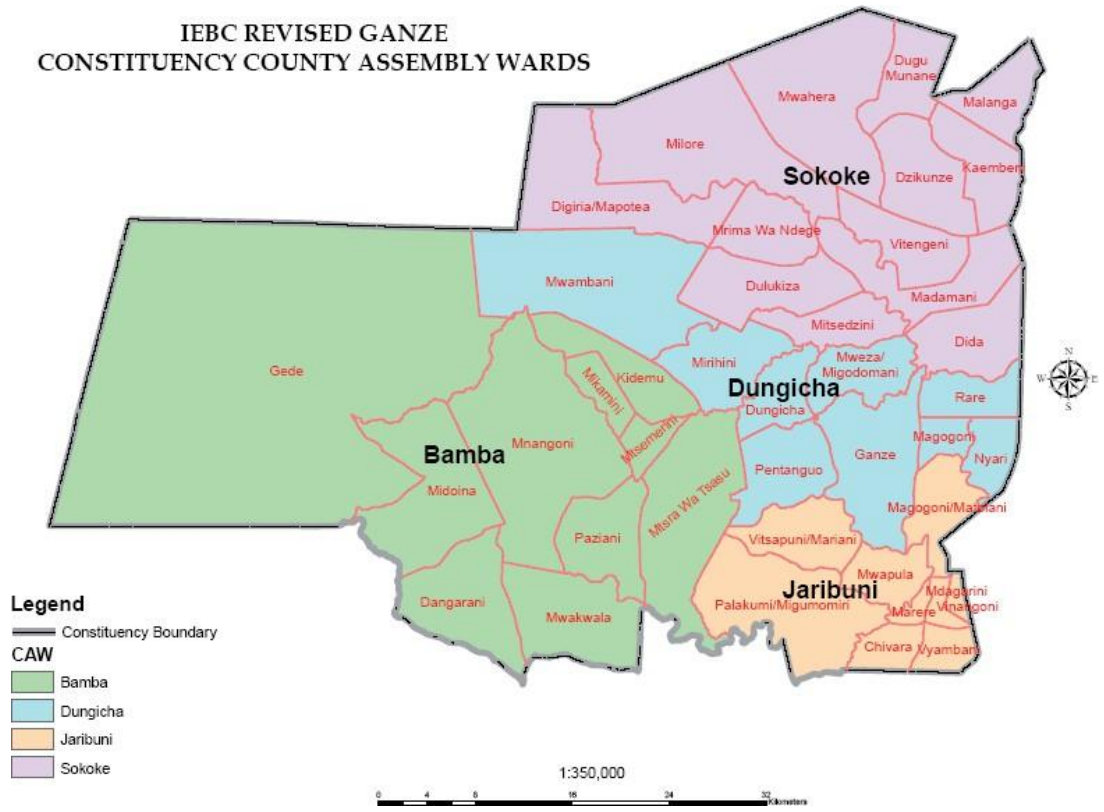
Scale: Strongly Disagree (SD), disagree (D), Agree (A), Strongly Agree (SA)

No	Item	SD	D	A	SA
1	Availability of software impacts how I perform instructional tasks				
2	Lack of Android phones impacts how I perform instructional tasks				
3	Inadequate teacher training in ICT impacts how I perform instructional tasks				
4	Inadequate ICT facilities have an impact on how I perform instructional tasks				
5	The lack of computer simulation applications has an impact on how I perform instructional tasks				
6	Lack of scanners impacts how I perform instructional tasks				
7	Lack of digital cameras impacts how I perform instructional tasks				
8	Lack of printers impacts how I perform instructional tasks				
9	Lack of photocopies impacts how I perform instructional tasks				
10	Lack of projectors has an impact on how I perform instructional tasks				
11	Lack of flash discs impacts how I perform instructional tasks				
12	Lack of video games impacts how I perform instructional tasks				
13	The lack of interactive whiteboards has an impacton how I perform instructional tasks				

The End

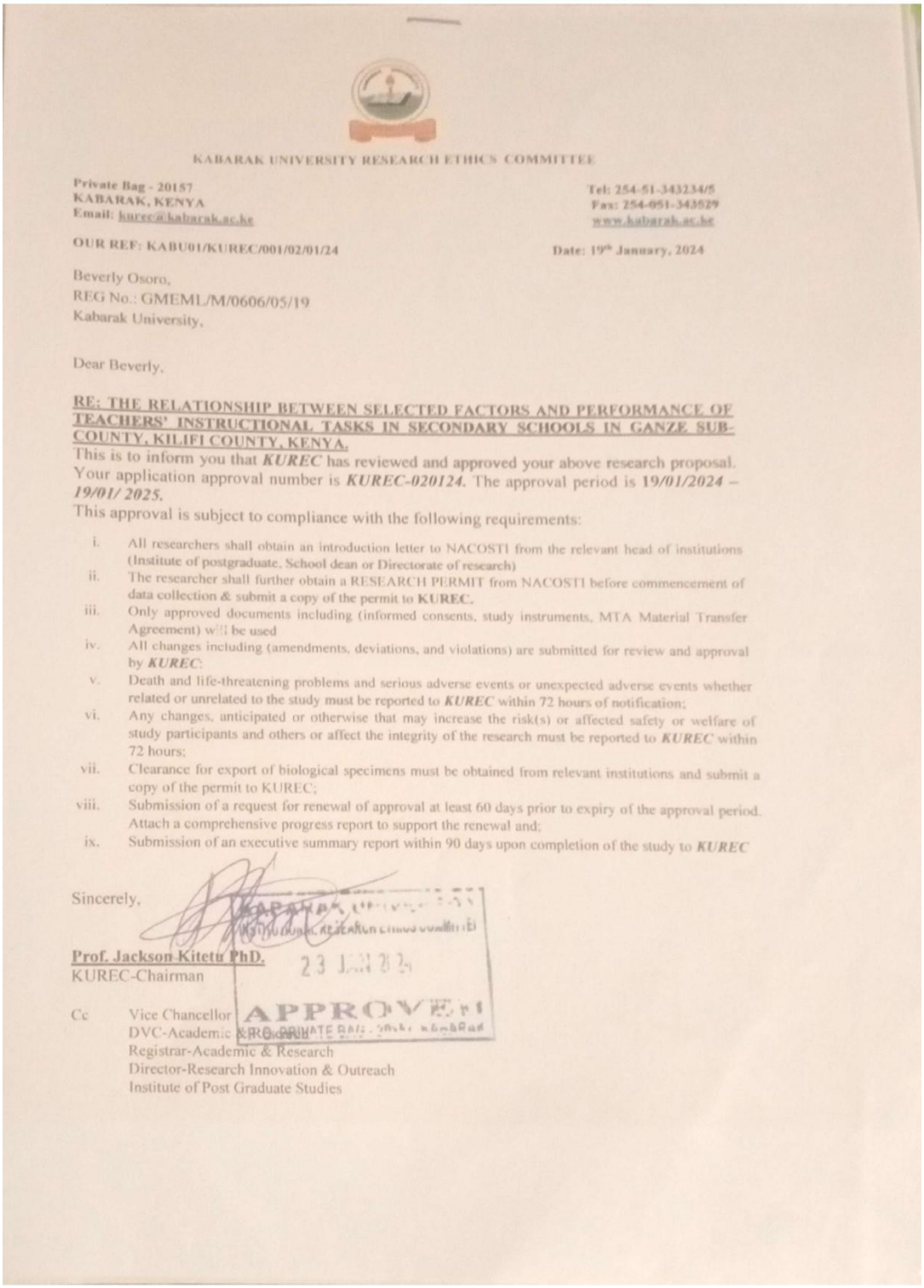
Thank you for participating in the study

Appendix XIV: Map of the Study Area



Source:
https://www.google.com/url?sa=i&url=https%3A%2F%2Fkenyacradle.com%2Fganze-constituency%2F&psig=AOvVaw2Odl2KCfnHuBzh1bFTWr&ust=1646835623376000&source=images&cd=vfe&ved=2ahUKEwj7rvnz2rb2AhUkEWMBHVXQAVgQr4kDegUIAR C5AQ

Appendix XV:KUREC Clearance Letter



KABARAK UNIVERSITY RESEARCH ETHICS COMMITTEE

Private Bag - 20157
KABARAK, KENYA
Email: kurec@kabarak.ac.ke

Tel: 254-51-343234/5
Fax: 254-051-343529
www.kabarak.ac.ke

OUR REF: KABU01/KUREC/001/02/01/24

Date: 19th January, 2024

Beverly Osoro,
REG No.: GMEML/M/0606/05/19
Kabarak University,

Dear Beverly,

RE: THE RELATIONSHIP BETWEEN SELECTED FACTORS AND PERFORMANCE OF TEACHERS' INSTRUCTIONAL TASKS IN SECONDARY SCHOOLS IN GANZE SUB-COUNTY, KILIFI COUNTY, KENYA.

This is to inform you that ***KUREC*** has reviewed and approved your above research proposal. Your application approval number is ***KUREC-020124.*** The approval period is ***19/01/2024 – 19/01/ 2025.***

This approval is subject to compliance with the following requirements:

i. All researchers shall obtain an introduction letter to NACOSTI from the relevant head of institutions (Institute of postgraduate, School dean or Directorate of research)
ii. The researcher shall further obtain a RESEARCH PERMIT from NACOSTI before commencement of data collection & submit a copy of the permit to **KUREC.**
iii. Only approved documents including (informed consents, study instruments, MTA Material Transfer Agreement) will be used
iv. All changes including (amendments, deviations, and violations) are submitted for review and approval by ***KUREC***
v. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to ***KUREC*** within 72 hours of notification;
vi. Any changes, anticipated or otherwise that may increase the risk(s) or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to ***KUREC*** within 72 hours;
vii. Clearance for export of biological specimens must be obtained from relevant institutions and submit a copy of the permit to KUREC;
viii. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal and;
ix. Submission of an executive summary report within 90 days upon completion of the study to ***KUREC***

Sincerely,

Prof. Jackson Kitetu PhD.
KUREC-Chairman

APPROVED

Cc Vice Chancellor
DVC-Academic & PG Studies
Registrar-Academic & Research
Director-Research Innovation & Outreach
Institute of Post Graduate Studies

Appendix XVI: NACOSTI Research Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **289188**

Date of Issue: **06/February/2024**

RESEARCH LICENSE

This is to Certify that Miss.. BEVERLY MORAA OSORO of Kabarak University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kilifi on the topic: THE RELATIONSHIP BETWEEN SELECTED FACTORS AND PERFORMANCE OF TEACHERS' INSTRUCTIONAL TASKS IN SECONDARY SCHOOLS IN GANZE SUB-COUNTY, KILIFI COUNTY, KENYA. for the period ending : 06/February/2025.

License No: **NACOSTI/P/24/32893**

289188

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

Appendix XVII: County Commision Authorization Letter

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
STATE DEPARTMENT OF INTERNAL SECURITY AND NATIONAL ADMINISTRATION

Telephone:
Fax:
Email:cckilificoordination@gmail.com
When replying please quote
Ref: Ref: **EDUC.12/7/VOL.9/118**

County Commissioner's Office
Kilifi County
P. O. Box 29 - 80108
KILIFI

And Date 15th February/2024

Miss. Beverly Moraa Osoro
Kabarak University
KABARAK,KENYA

RE: REQUEST TO CONDUCT RESEARCH IN SECONDARY SCHOOLS
BEVERLY MORAA OSORO LICENSE NO: NACOSTI/P/24/32893

Your unreferenced letter dated 15th February, 2024 on the above subject matter refers.
This office has no objection with you carrying research on "***The relationship between selected factors and performance of teachers' instructional tasks in Secondary Schools in Ganze Sub-County***" which is scheduled between 15th February 2024 to 6th February 2025, in the selected schools so long as they are conducted within the Ministry of Education Guidelines.

You are therefore required to liaise with the county education office for guidance.

Thank you.

COUNTY COMMISSIONER
KILIFI COUNTY
P. O. Box 29 - 80108
KILIFI

ALICE M. KALIMBO
FOR: COUNTY COMMISSIONER
KILIFI COUNTY

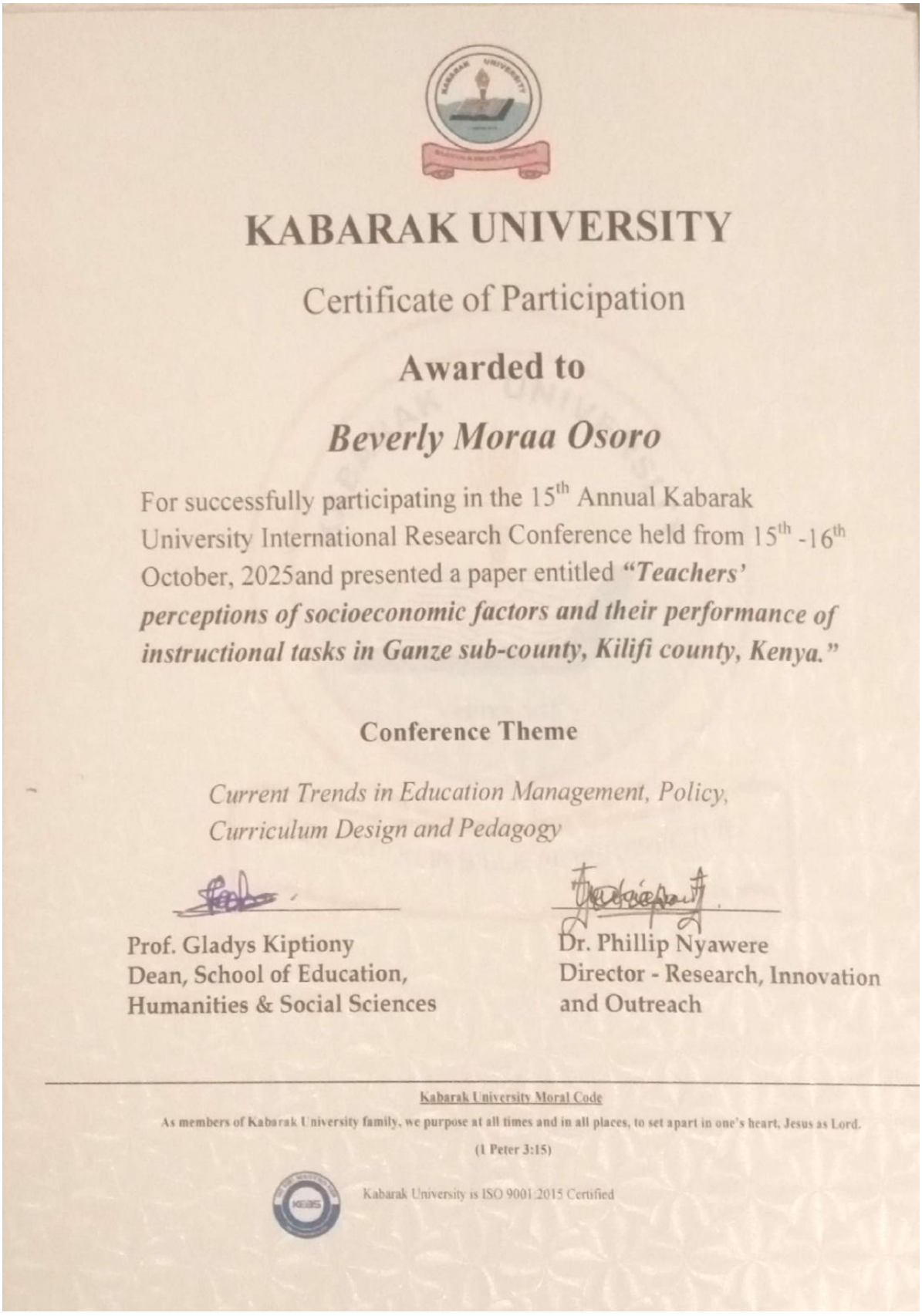
c.c.
County Director of Education
KILIFI COUNTY

Deputy County Commissioner
GANZE SUB-COUNTY

Dr. Nehemiah Kiplagat, PhD
Ag. Director Institute of Postgraduate Studies
P.O. BOX 20157
KABARAK, KENYA

Beverly Moraa Osoro
Kabarak University
Kabarak, KENYA

Appendix XVIII: Evidence of Conference Participation



KABARAK UNIVERSITY

Certificate of Participation

Awarded to

Beverly Moraa Osoro

For successfully participating in the 15th Annual Kabarak University International Research Conference held from 15th -16th October, 2025and presented a paper entitled ***"Teachers' perceptions of socioeconomic factors and their performance of instructional tasks in Ganze sub-county, Kilifi county, Kenya."***

Conference Theme

Current Trends in Education Management, Policy, Curriculum Design and Pedagogy

Prof. Gladys Kiptiony
Dean, School of Education, Humanities & Social Sciences

Dr. Phillip Nyawere
Director - Research, Innovation and Outreach

Kabarak University Moral Code

As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord.

(1 Peter 3:15)

Kabarak University is ISO 9001:2015 Certified

Appendix XIX: List of Publication

Journal of Education and Learning

[ISSN 2958-1168]

Volume: 04 Issue: 01 | September-2025

JEL

Teachers' Perceptions of Socioeconomic Factors and Their Performance of Instructional Tasks in Kilifi County, Ganze Sub-County, Kenya

Authors

Beverly Moraa Osoro [1]; Henry Kiptiony Kiplangat [2]; Frederick B. J. A. Ngala [3]

Main Author's email: beverlymoraaosoro@gmail.com

(1.2.3.) Kabarak University, Kenya.

Cite this article in APA

Osoro, B. M., Kiplangat, H. K., & Ngala, F. B. J. A. (2025). Teachers' perceptions of socioeconomic factors and their performance of instructional tasks in Kilifi County, Ganze Sub-county, Kenya. *Journal of education and learning, 4*(1), 37-46. https://doi.org/10.51317/jel.v4i1.794

OPEN ACCESS

A publication of Editon Consortium Publishing (online)

Article history

Received: 04.07.2025

Accepted: 05.08.2025

Published: 05.09.2025

Scan this QR to read the paper online

ABSTRACT

This study sought to assess teachers' perceptions of the relationship between socioeconomic factors and their performance of instructional tasks in secondary schools in Ganze Sub-county, Kenya. Teacher effectiveness is central to the quality of secondary education, yet many Kenyan schools continue to post unsatisfactory learning outcomes. Socioeconomic circumstances such as teacher pay, parental engagement and community poverty may influence teachers' motivation and the time they devote to planning and delivering lessons. This study used a mixed-methods descriptive survey design to assess teachers' perceptions of the relationship between socioeconomic factors and their performance of instructional tasks in public secondary schools in Ganze Sub-county, Kenya. A stratified sample of 170 teachers and all 21 principals from the 21 public secondary schools in the sub-county completed closed-ended questionnaires and semi-structured interviews. Quantitative data were summarised with frequencies and percentages, while qualitative data were analysed thematically. The findings show that low pay, community insecurity, poverty in students' families and parental disengagement were perceived as major impediments to effective lesson preparation and delivery. Conversely, chores at home and participation in church activities were perceived to have a limited effect. Therefore, policymakers should couple salary reforms with social interventions that reduce poverty and bolster parental education.

Key terms: Instructional tasks, socioeconomic, teachers' perceptions.