

**PEER COACHING AND TEACHER PERFORMANCE MANAGEMENT IN
PUBLIC SECONDARY SCHOOLS IN MOYALE CONSTITUENCY,
MARSABIT COUNTY, KENYA**

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Requirements for the Award of the Degree of Master of Education in
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DECLARATION AND RECOMMENDATIONS


Declaration

This thesis is my original work and has not been submitted for the award of a diploma or conferment of a degree in this or any other institution.

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DEDICATION

This thesis is dedicated to my beloved mother, Halima Ahmed and my father, Mr. Ali Abdi, who have always been my guiding light and source of strength; to my cherished wife, Tume Sora, and our wonderful children, Ali, Hafsa, and Ahmed, whose constant belief inspired me through every step of this journey.

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ABSTRACT

Teacher performance management is a key determinant of student learning and achievement. It is a structured approach to ensuring the continuous improvement and effectiveness of teachers in educational settings. It is designed to align teaching practices with school goals, ultimately aiming to enhance student learning outcomes. This process begins with setting clear and achievable goals that are specific to individual teachers while also being in line with broader educational objectives. Teachers with knowledge of educational goals have a clear understanding of what is expected of them and can focus their efforts on meeting the standards. This research sought to assess the role of Peer Coaching in enhancing teacher performance management in Public Secondary Schools in Moyale Constituency, Marsabit County, Kenya. Four objectives guided the proposed study: To evaluate the various models of peer coaching; to determine the level of implementation and effectiveness of peer coaching among teachers; to evaluate the relationship between peer coaching and teacher performance management; to determine the challenges that teachers encounter during peer coaching practices. This study was based on transformational theory. A descriptive survey design was adopted. The target population was 291 comprising 16 principals, 81 Heads of Departments and 194 teachers drawn from all the public secondary schools in Moyale Constituency. A sample size of 169 comprising 16 principals, 81 Heads of Department and 72 teachers was selected for this study. Purposive and simple random sampling were employed for data collection. To enable the quantitative tool to be evaluated; a pilot study was conducted in 3 public secondary schools in the neighbouring Isiolo county. This represented 10 percent of the target population. Questionnaires and interview schedules were used to collect data from the respondents. A Cronbach's Alpha coefficient of 0.788 suggested that the items had good internal consistency. The validity of the research was ascertained by expert judgment from the faculty of education and resource development. Prior to the commencement of data collection, the researcher obtained all the necessary documents, including an introductory letter from Chuka University and a permit from the National Commission for Science Technology and Innovation (NACOSTI). Authority was sought from the County Education Officer to carry out the study. Descriptive and inferential statistics using Chi Square test were employed for quantitative data analysis using SPSS version 29.0. Findings showed that secondary school teachers use various models of peer coaching with a substantial level of effectiveness. It also established challenges that impede peer coaching practices. The findings also demonstrated a statistically significant relationship between peer coaching and teacher performance management with a p-value of 0.000. The study concluded that, there is significant relationship between peer coaching and teacher performance management in public secondary schools. It recommended that, schools should integrate peer coaching into performance management strategies to improve teaching methods and student outcomes. The study's findings are crucial for policymakers, as they offer valuable insights for developing or refining policies related to peer coaching programs and teacher performance management strategies in Kenya. By emphasizing the role of peer coaching in fostering a collaborative and supportive professional environment, the research provides guidance for educational policymakers, school administrators, and teachers. It addresses identified challenges and supports the adoption and sustainability of peer coaching practices to improve teacher performance management in public secondary schools.

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ACRONYMS

CPD:	Continuing Professional Development
GNAT:	Ghana National Association of Teachers
HOD:	Heads of Department
KNUT:	Kenya National Union of Teachers
NACOSTI:	National Commission for Science, Technology and Innovation
NAEL:	National Academy for Educational Leadership
NGO:	Non-Governmental Organization
NTIC:	Nigerian Tulip International Colleges
PCS:	Peer Coaching and Support
TPAD:	Teacher Performance Appraisal and Development
TPSS:	Teacher Professional Support Service
TSC:	Teachers' Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Teacher performance management is a systematic process of evaluating, supporting and improving the performance of teachers within educational institutions. It is a multifaceted aspect crucial to the success of educational institutions and the academic progress of students. It involves various activities designed to improve teaching effectiveness, professional development and ultimately student outcomes. A crucial element of teacher performance management is regular observation and evaluation. The process involves administrators or peers observing classroom practices and assessing various aspects of teaching, such as instructional methods, classroom management, and student engagement (Heiskanen, 2021). Evaluations provide valuable insights into a teacher's performance, highlighting both strengths and areas needing improvement. Constructive feedback based on these observations is essential for helping teachers refine their skills and strategies (Maina, 2020). Professional development, which is a key component of teacher management process, fosters a supportive and reflective professional environment, enabling teachers to learn from one another and continuously improve their skills (Knight, 2018). Teachers are encouraged to participate in ongoing learning opportunities such as workshops, courses, and collaborative planning sessions. Evidently, these activities help teachers stay updated with the latest educational research methodologies, and technologies, thereby enhancing their instructional capabilities. Regular performance reviews are conducted to discuss progress, evaluate achievements and plan future professional development activities.

At its core, teacher performance management encompasses various elements ranging from instructional effectiveness and classroom management to interpersonal skills and professional development. Instructional effectiveness stands as a cornerstone of teacher performance management (Nwogu, 2023). Effective teachers possess the ability to deliver well-structured lessons that cater for diverse learning needs, engage students actively, and promote deep understanding of the subject matter. Their instructional strategies are tailored to stimulate critical thinking, creativity, and problem-solving skills among students, fostering a dynamic learning environment conducive to academic growth.

Peer coaching is a collaborative professional development approach in which teachers work together to support each other's growth and improvement (Desimone, 2017). It involves a reciprocal process where educators take on the roles of both coach and coachee, engaging in structured interactions aimed at enhancing teaching practices and student learning outcomes. In peer coaching, teachers form partnerships based on mutual trust and respect, with the goal of fostering continuous improvement and professional growth. The peer coaching model consists of three stages of planning/discussion, observation, and feedback (Siew, Mazzucchelli, Rooney, & Girdler, 2017). Teacher behaviors are observed and recorded, observations are tallied and reliability is calculated, and a coaching/feedback session is conducted. After review of the observational data, the teacher selects one behavior to increase or decrease in frequency. Peer coaching has been found to be an effective method for improving the training of preservice teaching personnel and enhancing the professional competence of classroom teachers.

In this context, peer coaching involves teachers working together to observe each other's classrooms, provide constructive feedback, and discuss strategies for improvement. In contrast to the traditional top-down evaluations, it promotes a collaborative environment. Teachers can learn from their peers, share best practices, and develop new instructional methods that are directly applicable in their classrooms. This collaborative process not only improves teaching practices but also builds a sense of community and trust among educators (Amadi, 2020).

Effective educators, undoubtedly build strong rapport and relationships with their students, colleagues, and parents, fostering a sense of trust, collaboration, and community within the school environment. They demonstrate empathy, active listening, and cultural competence, enabling them to connect with students from diverse backgrounds and create an inclusive and supportive learning environment conducive to academic success and social-emotional development (Bendran, 2022). Additionally, continuous professional development is essential for sustaining and enhancing teacher performance management. Effective teachers engage in ongoing learning and reflective practices to stay abreast of educational trends, research-based pedagogies, and best practices in teaching and learning. They actively seek opportunities for growth,

participate in professional learning communities, and collaborate with peers to exchange ideas, share resources, and refine their instructional practices, thus maintaining a commitment to excellence in teaching. Teacher performance management encompasses instructional effectiveness, classroom management, interpersonal skills, and professional development, all of which are vital components contributing to the quality of education and student outcomes (Burton, 2022). By cultivating these aspects, educators can create a positive and enriching learning environment that empowers students to achieve their full potential academically, socially, and emotionally.

A study conducted by Hsieh, Lin, Liu, and Tsai (2019) offers valuable insights into the impact of peer coaching on teachers' practices and their students' scientific competency in China. The authors aimed to investigate the effectiveness of peer coaching as a professional development strategy in the context of science education. Peer coaching, in the study, served as a structured framework for teachers to collaborate, reflect on teaching practices, and support each other's professional growth. The findings revealed several significant effects of peer coaching on both teachers and students. The study found that participation in peer coaching led to positive changes in teachers' instructional practices (Papay, 2020). Teachers who engaged in peer coaching reported increased confidence in teaching abilities, greater awareness of effective teaching strategies, and improved implementation of inquiry-based and student-centered instructional approaches. The findings suggest that peer coaching can be an effective means of promoting pedagogical innovation and enhancing teachers' capacity to facilitate inquiry-based learning experiences for their students. Furthermore, the study demonstrated that peer coaching had a positive impact on students' scientific competency. Students whose teachers participated in peer coaching showed greater gains in scientific knowledge, skills, and attitudes compared to students whose teachers did not engage in peer coaching (Munna, 2021). These findings highlight the importance of teacher professional development in improving student learning outcomes and suggest that peer coaching can be a promising approach for enhancing students' engagement and achievement in science education. By facilitating collaborative learning and reflection among teachers, peer coaching can play a crucial role in promoting, innovation, enhancing instructional quality, and ultimately, fostering

student success in science education. A contextual gap is created in this study as Hsieh, etal. (2019) based their research on the scientific competence while the current study examined all the learning areas in the education sector as far as peer coaching is concerned.

Peer coaching enhances teacher performance management through the provision of constructive feedback and support. Heiskanen (2022) sheds light on how peer coaching is implemented in Finnish schools, particularly emphasizing joint lesson planning and peer observations as key components. In the Finnish educational context, peer coaching is structured around collaborative activities that promote professional growth and development among teachers.

Joint lesson planning is a cornerstone of peer coaching in Finnish schools, allowing teachers to work together to design and refine their instructional practices (Hyvonen, 2023). By collaboratively planning lessons, teachers can leverage each other's expertise, share resources and ideas, and ensure alignment with curriculum objectives and student needs. This collaborative planning process encourages teachers to reflect on their teaching strategies, explore new approaches, and tailor instruction to meet the diverse needs of their students. Peer observations complement joint lesson planning by providing teachers with opportunities to receive feedback and support from their colleagues. Through peer observations, teachers can observe each other's teaching practices in action, offering insights into instructional techniques, classroom management strategies, and student engagement strategies (Nolan, 2017). These observations enable teachers to identify areas for improvement, celebrate successes, and exchange constructive feedback in a supportive and non-evaluative environment. The study by Heiskanen (2022), has not highlighted on the various models of peer coaching and in addition the extent to which peer coaching helps in professional development. The current study bridges the gap by highlighting various models of peer teaching and their ways of use.

Belic (2020) examined the effectiveness of coaching and peer collaboration as strategies for improving teaching practices in an international school in Serbia. This action research study provided valuable insights into how coaching and peer

collaboration can contribute to professional development and enhance teaching quality in diverse educational settings. The study explored how coaching, characterized by one-on-one support and guidance from a more experienced educator, can empower teachers to reflect on their practices, set goals for improvement, and implement evidence-based instructional strategies. Through coaching, teachers may receive personalized feedback, resources, and encouragement to enhance their teaching effectiveness and student engagement. Additionally, the study examined the role of peer collaboration in fostering a culture of shared learning and continuous improvement among teachers. Peer collaboration involves teachers working together to exchange ideas, share best practices, and provide mutual support in addressing common challenges (Mullen & Klimaitis, 2021). Through collaborative activities such as lesson planning, co-teaching, and peer observations, teachers can leverage each other's expertise and experiences to enhance their teaching practices and student outcomes. The study highlights the importance of creating supportive structures and opportunities for professional growth within educational communities. By integrating coaching and peer collaboration into the school culture, educators can cultivate a sense of collective responsibility for student success and promote a culture of continuous learning and improvement (Papay, 2020). The study offers valuable insights on the role of peer coaching but it does not address the challenges that teachers encounter while seeking information from the peers.

In Africa the quality of teaching plays a pivotal role in shaping the future of millions of students. Sider (2019) examined on peer coaching in a school in Cairo, Egypt, which provided valuable insights into the implementation, barriers, and pathways to effective adoption of peer coaching initiatives in educational contexts. The research examined how peer coaching was structured and implemented within the school setting, the challenges encountered during the implementation process, and strategies for overcoming these barriers to promote successful adoption. Peer coaching, as explored in the study, involved teachers collaborating to support each other's professional growth and development through activities such as observation, feedback, reflection, and goal-setting (Niyibizi, 2024). Additionally, the study also examined pathways to effective adoption of peer coaching, highlighting successful practices and strategies that promoted the sustainability of coaching initiatives within the school. This included strategies for building buy-in and support from school leadership, fostering a culture of

collaboration and trust among teachers, providing ongoing training and professional development opportunities, and establishing clear communication channels to facilitate the sharing of resources and best practices. A geographical gap is created as the current study examined schools in Marsabit County, Kenya whereas the study examined schools in Cairo, Egypt.

Jiya (2022) examined the effect of adolescent peer and teacher consultation on the academic performance of secondary school students in Minna Town, Niger State, Nigeria. This research examined how peer and teacher consultation interventions were implemented and their impact on students' academic achievement within the context of secondary education in Nigeria. Peer consultation involves students collaborating with their peers to seek academic support, exchange ideas, and solve problems related to their learning. This may include peer tutoring, study groups, or peer mentoring programs aimed at fostering a supportive learning environment and enhancing students' academic skills and knowledge (Charles, 2018). Teacher consultation, on the other hand, involves students seeking guidance and support from their teachers to address academic challenges, clarify concepts, and receive feedback on their learning progress. Teacher consultation may take the form of one-on-one meetings, small group discussions, or classroom-based interventions designed to provide personalized support and assistance to students (Koke, Burke, Guest-Scott, Carter, Clapper & Ancil, 2022). The study also examined the effects of both peer and teacher consultation on students' academic performance, including measures such as grades, test scores, and academic achievement levels.

In the context of Kenyan education, the importance of effective teacher performance management cannot be overstated. The Kenyan government has made significant strides in improving access to education, but challenges remain in ensuring the quality of education, particularly in remote areas such as Moyale Constituency in Marsabit County. A study by Kessio (2019) examined on peer mentoring and its implications for student support and management in secondary schools in Kenya, using Friends School Kamusinga in Bungoma County as a case study. This research examined how peer mentoring programs were implemented in secondary schools, the roles and responsibilities of peer mentors, and the impact of peer mentoring on students'

academic performance, personal development, and overall well-being. Peer mentoring involves older students (mentors) providing guidance, support, and advice to younger students (mentees) to help them navigate academic, social, and personal challenges. In the context of secondary schools, peer mentors may offer assistance with academic subjects, study skills, goal setting, time management, and coping strategies for stress or peer pressure (Topping, Buchs, Duran, & Van Keer, 2017)

The study examined the perceived benefits of peer mentoring from the perspectives of both mentors and mentees. This could include improvements in academic performance, increased self-confidence and self-esteem, enhanced social skills and peer relationships, and greater motivation and engagement in school activities (Sehgal, 2017). The study on peer mentoring in secondary schools in Kenya provides valuable insights into the potential benefits and challenges of peer mentoring programs for student support and management. By examining the implementation and impact of peer mentoring, the research contributes to our understanding of effective strategies for supporting student success and well-being in secondary education settings in Kenya.

Researching the role of peer coaching in enhancing teacher performance management in public secondary schools in Moyale Constituency, Marsabit County, Kenya, is essential for several reasons. First and foremost, the educational landscape in this region faces numerous challenges, including limited access to professional development opportunities, inadequate resources, and high teacher turnover. Peer coaching presents a viable, cost-effective solution to these issues by leveraging the existing expertise within the teaching community. By investigating how peer coaching can be implemented and sustained in this specific context, the study can identify strategies that maximize the available resources and foster a culture of continuous professional growth among teachers (Mdachi, Ogolla, Auma, Wamwiri, Kurgat, Wanjala, & Okoth, 2023). This, in turn, can lead to improved instructional quality and better educational outcomes for students. Another critical reason to pursue this research is the unique cultural and socio-economic environment of Moyale Constituency. The region's diverse cultural practices and social dynamics play a significant role in shaping educational experiences (Charles, 2018). Understanding how peer coaching can be tailored to respect and incorporate these cultural nuances is vital for ensuring its effectiveness. This study

therefore provides insights into how culturally responsive peer coaching models can be developed and implemented, enhancing teacher performance management in a way that is sensitive to the local context. Such insights are not only beneficial for Moyale but also for other regions with similar cultural and socio-economic characteristics. The proposed study thus investigated the role of peer coaching in enhancing teacher performance management in public secondary schools in Moyale Constituency, Marsabit County, Kenya.

1.2 Statement of the Problem

Teacher performance management is a critical factor influencing educational quality and student outcomes. Public secondary schools in Moyale Constituency face significant challenges in managing teacher performance effectively. These challenges include limited resources, teacher shortages, and socio-economic issues impacting both teachers and students. Despite various teacher performance management strategies, there remains a pressing need for innovative approaches to enhance teaching effectiveness and professional development particularly given the stagnation or decline in performance levels. The lack of collaborative platforms for knowledge exchange among teachers exacerbates these challenges hindering the adoption of innovative teaching practices and impeding overall educational progress. Although existing literature highlights the benefits of peer coaching in diverse educational contexts globally, its applicability and effectiveness in Moyale Constituency have not been thoroughly explored. Moyale Constituency was selected for this study due to the high number of peer teachers and the strong value placed on education by the local community. This study aimed to address this gap by systematically evaluating various models of peer coaching, assessing the level of implementation and effectiveness of peer coaching, examining its relationship with teacher performance management. Additionally, it sought to identify the challenges and barriers to effective knowledge exchange and professional growth. The findings provide insights on how schools can better engage peer teachers and improve educational outcomes.

1.3 Purpose of the Study

The purpose of this study was to assess the role peer coaching in enhancing teacher performance management in public secondary schools in Moyale Constituency, Marsabit County, Kenya.

1.4 Objectives of the Study

This research aims to:

- i. To assess the various models of peer coaching in public secondary schools in Moyale Constituency, Marsabit County, Kenya.
- ii. To determine the level of implementation and effectiveness of peer coaching among teachers in public secondary schools within Moyale Constituency, Marsabit County, Kenya.
- iii. To evaluate the relationship between peer coaching and teacher performance management in public secondary schools in Moyale Constituency, Marsabit County, Kenya.
- iv. To determine the challenges that teachers encounter during peer coaching practices in public secondary schools in Moyale Constituency, Marsabit County, Kenya.

1.5 Research Questions

- i. What are the various models of peer coaching in public secondary schools in Moyale Constituency, Marsabit County, Kenya?
- ii. What is the level of implementation and effectiveness of peer coaching among teachers in public secondary schools within Moyale Constituency, Marsabit County, Kenya?
- iii. What challenges do teachers commonly face during peer coaching practices in public secondary schools in Moyale Constituency, Marsabit County, Kenya?

1.6 Hypotheses

H₀1. There is no statistically significant relationship between peer coaching and teacher performance management in public secondary schools in Moyale Constituency, Marsabit County, Kenya.

1.7 Significance of the Study

The findings of this research will be helpful to the curriculum developers, planners and policy makers in Kenya by giving insight into the role of peer coaching on teacher performance management in public secondary schools. Understanding the specific challenges and needs of teachers in this area may help tailor interventions and support mechanisms accordingly. The study will guide the development and implementation of policies that support effective peer coaching programs contributing to overall improvement of educational quality in the region. It will also inform strategies for scaling peer coaching across similar regions, improving education quality and student outcomes. The evidences from the study will contribute to building the capacity of teachers to reflect on and refine their teaching practices. This can lead to ongoing professional growth and ultimately benefit students through improved instruction. The findings will also add to the existing literature by providing a comprehensive analysis on the role of peer coaching in enhancing teacher performance management in public secondary schools in Moyale Constituency, Marsabit County, Kenya.

1.8 Scope of the Study

The study was conducted in 16 Public secondary schools in Moyale Constituency, Marsabit County, Kenya and targeted all the principals, heads of department and teachers in the said schools. Principals as the TSC agents and immediate supervisors of teachers were resourceful on the subject matter. Heads of department and teachers were vital as those directly taking part in peer coaching practices. Moyale Constituency is considered ideal study locale due the perennial challenges of teacher effectiveness and declining performance.

1.9 Limitation of the Study

Assessing teacher performance management is a complex task that often involves subjective judgments. While the study aimed to evaluate teacher performance management objectively, the inherent subjectivity in assessing teaching methodologies, student engagement and academic achievements introduce a level of bias. The interpretation of these performance indicators varied among researchers, potentially influencing the study's findings. Recognizing this subjectivity was crucial for understanding of the results and their implications. Response bias could occur if

respondents gave responses they thought were anticipated or socially desirable. This might have an impact on the accuracy of the information gathered, especially if individuals were reluctant to disclose unpleasant events. In order to reduce this constraint, the study guaranteed respondents' confidentiality by not disclosing their identity, allowing them to provide truthful answers.

1.10 Assumptions of the Study

The study was based on the following assumptions:

- i. School administrators and teachers in Moyale Constituency, Marsabit County, Kenya, were willing to participate openly and honestly in discussions and assessments related to peer coaching.
- ii. School administrators and authorities were supportive of the peer coaching initiatives.
- iii. There was a foundation of trust and open communication among teachers in the school community.

1.11 Operational Definition of Terms

The following terms have been operationalized as follows:

Continuing Professional Development	Refers to ongoing education and training that teachers engage in to improve their skills and knowledge. Peer coaching enhances teaching effectiveness and lifelong learning and promotes a culture of continuous improvement in education.
In-Service Training	It refers to structured professional development activities offered to the already employed and serving teachers within a school. These activities are designed to enhance teachers' knowledge, skills, and competencies in targeted areas relevant to their professional growth and effectiveness in the classroom. They include coaching sessions conducted by experienced lead teachers, collaborative lesson planning, mutual classroom observations and constructive feedback sessions to enhance teaching skills. The secondary goal is to improve teaching practices, support teacher development, and ultimately enhance student learning outcomes.
Mentorship	Mentorship in education is a developmental partnership where a more experienced or knowledgeable teacher (the mentor) provides guidance, support, and professional development to a less experienced teacher (the mentee).
Peer Coaching	In the context of this Thesis, peer coaching involves teachers collaborating to support each other in improving their instructional practices within public secondary schools in Moyale Constituency, Marsabit County, Kenya.
Teacher Collaboration	Teacher collaboration refers to the practice of educators working together to share knowledge, skills, and resources to enhance teaching practices and improve student learning outcomes.
Teacher Performance management	Teacher performance management is a continuous process for identifying, evaluating and developing the work performance of teachers, so that the goals and objectives of the school are more effectively achieved, while at the same time benefiting teachers in terms of recognition of performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Teacher Performance Management

Teacher performance management is a continuous process of identifying, evaluating and developing the work performance of teachers, so that the goals and objectives of the school are more effectively achieved, while at the same time benefiting teachers in terms of recognition of performance (Van Waeyenberg, Peccei & Decramer, 2022). Teacher performance is a concept that encompasses various dimensions of teaching effectiveness and professional competence (Qobilovna, 2023). Effective teacher performance is characterized by the ability to create a positive and inclusive learning environment where students feel motivated, supported, and challenged to achieve their full potential (Sofyan, Habibi, Sofwan, Yaakob, Alqahtani, Jamila & Wijaya, 2023). Moreover, it involves the application of pedagogical knowledge, content expertise, and interpersonal skills to facilitate meaningful learning experiences for students. Continuous reflection, self-assessment, and collaboration with peers are essential components of improving teacher performance over time.

Hattie and Timperley (2007) examined the impact of feedback on teacher effectiveness, emphasizing the importance of providing timely and specific feedback to educators regarding their instructional practices. One of the key findings of their research was that feedback, when delivered effectively, could significantly enhance teachers' ability to adapt and improve their teaching methods, ultimately leading to improved student learning outcomes. Their study underscored the crucial role of feedback mechanisms in fostering continuous professional growth among teachers (Burton, 2022). However, a notable gap observed from the study in comparison to the current study on the role of peer coaching in enhancing teacher performance in Moyale Constituency, Marsabit County, Kenya, is the focus on collaborative and sustained professional development strategies. While feedback is undoubtedly a crucial component of professional growth, the peer coaching intervention examined in the current study offers a more comprehensive approach by fostering ongoing collaboration and support among teachers.

Podolsky, Kini and Darling-Hammond (2022) study examined the role of professional development in enhancing teacher performance, emphasizing the importance of sustained, job-embedded initiatives in fostering instructional improvement and ultimately improving student achievement. The researchers highlighted various professional development models, including collaborative inquiry and coaching, as effective approaches for promoting reflective practice and supporting teachers' continuous growth (Burton, 2023). One significant gap drawn from the study, when contrasted with the current study on the role of peer coaching in enhancing teacher performance in Moyale Constituency, Marsabit County, Kenya, lies in the focus on the nature of professional development interventions (Bendran, 2022). While both studies recognize the importance of professional development in supporting teacher growth, the study primarily examined broader professional development models without specifically exploring the unique dynamics of peer coaching as a form of professional support. In contrast, the current study specifically investigates the efficacy of peer coaching as a targeted intervention for enhancing teacher performance. Peer coaching differs from traditional forms of professional development in that it involves collaborative interactions between teachers, where they engage in reciprocal coaching, observation, feedback, and reflection.

Kraft, Blazar and Hogan (2018) study examined the influence of teacher evaluation systems on both teacher performance and student outcomes, highlighting the importance of comprehensive evaluation mechanisms in promoting instructional quality and improving student achievement. The researchers investigated various components of teacher evaluation, including classroom observations and student growth metrics, and their impact on teacher effectiveness (Gcabashe, 2024). One significant gap identified from the study, in comparison to the current study on the role of peer coaching in enhancing teacher performance in Moyale Constituency, Marsabit County, Kenya, lies in the focus on accountability mechanisms versus professional support structures. While the study primarily explores the role of evaluation systems in assessing and potentially incentivizing teacher performance, the current study centers on the proactive use of peer coaching as a means of professional development and capacity-building (Kitamura, 2022). Peer coaching interventions involve teachers working together to observe, provide feedback, and reflect on their instructional

practices, with the aim of improving teaching effectiveness and enhancing student learning outcomes. This approach emphasizes professional growth and continuous improvement, rather than mere assessment or compliance with standards.

Improving teacher performance is crucial for ensuring high-quality education and positive student outcomes. Teacher performance encompasses various aspects of teaching effectiveness, including instructional practices, classroom management, assessment strategies, and professional conduct. Several factors influence teacher performance, including pedagogical knowledge and skills, instructional methods, classroom environment, teacher-student relationships, and ongoing professional development.

2.2 Peer Coaching

Peer coaching is a collaborative process in which colleagues with similar experience levels reflect on present practices, acquire new abilities, share ideas, teach each other, conduct research, and solve workplace difficulties. It is a confidential and voluntary procedure that fosters a comprehensive view of performance, enables skill development, improves leadership and social abilities, and increases cooperation and commitment among peers (Costa & Garmston, 2015). It is especially useful in distant work contexts, where it can help bridge social isolation and build a sense of belonging among team members. Each model of peer coaching promotes a supportive environment where educational professionals can experiment with new ideas, constructive criticism, and refine their approaches based on evidence and peer input. This collaborative approach not only enhances individual performance but also contributes to institutional effectiveness by fostering a culture of continuous learning and improvement. Peer coaching can take many forms, ranging from informal, ad hoc meetings to planned programs with stated goals and time commitments. The common models of peer coaching include staffroom discussions, lesson study, observations, and classroom assessments.

2.2.1 Staffroom Consultation

Research on staffroom consultation has highlighted its role in fostering and supportive collaborative professional culture within schools. A study by Smith and Hardman (2017) investigated the impact of staffroom consultation on teacher collaboration and instructional improvement. The researchers found that regular informal discussions among teachers in the staffroom led to increased sharing of best practices, greater collegiality, and improved instructional strategies. Staffroom consultation emerged as a valuable model for promoting peer learning and mutual support among educators. Utilizing qualitative research methods such as interviews, observations, and document analysis, Smith and Hardman (2017) explored the experiences and perceptions of teachers engaged in staffroom consultation. Their findings revealed that regular informal discussions in the staffroom facilitated the sharing of best practices, enhanced collaboration, and promoted the exchange of instructional strategies among teachers (Heiskanen, 2022). Moreover, the study highlighted the role of staffroom consultation in fostering a sense of community and comradeship among educators, contributing to a positive school culture conducive to professional growth and improvement.

2.2.4 Classroom assessment

Similarly, research on classroom assessment has examined the role of collaborative assessment practices in promoting teacher learning and improving student outcomes. For example, a study by Black and William (2018) investigated the impact of formative assessment on student achievement and teacher effectiveness. The researchers found that teachers who engaged in collaborative assessment practices, such as analyzing student work samples and using assessment data to inform instruction, were better able to address student learning needs and promote academic growth. Collaborative assessment emerged as a powerful model for promoting data-driven decision-making and enhancing teacher effectiveness (Ismail, 2023). Classroom Assessment techniques are integrated into these sessions, focusing on student comprehension, critical thinking, and problem-solving skills. Observation is also practiced, enabling teachers to provide feedback on classroom management, instructional strategies, and student engagement.

2.2.2 Lesson Study

Lesson study has been the subject of numerous research studies, with findings consistently pointing to its effectiveness in promoting teacher reflection and improving instructional practices. A study by Lewis and Hurd (2011) examined the implementation of lesson study in a secondary school setting and found that teachers reported increased confidence in their teaching abilities, greater collaboration with colleagues, and enhanced student engagement as a result of participating in study cycles (Erkinovna, 2022). Lesson study emerged as a powerful model for promoting collaborative inquiry and fostering professional growth among teachers. The study focused on investigating the implementation and outcomes of lesson study in a secondary school setting. Lesson study is a collaborative professional development approach where teachers work together to plan, teach, observe, and reflect on lessons with the goal of improving teaching practices and student learning outcomes (Mendoza *et al.*, 2022). In their study, they examined how lesson study was implemented within the context of a secondary school and examined its impact on teacher collaboration, instructional effectiveness, and student engagement.

2.2.3 Observations

Peer observation involves teachers observing each other's classroom delivery and providing feedback to enhance instructional quality. Observation and feedback have been explored in research studies focusing on the impact of peer observation on teaching effectiveness. A study by Van Nuland *et al.* (201) focused on examining the effects of peer observation and feedback on teacher professional growth. Peer observation and feedback involved teachers observing their colleagues' teaching practices and providing constructive feedback based on their observations, with the aim of promoting reflection, collaboration, and continuous improvement among educators (Lozano, 2022). The findings of the study revealed the positive effects of peer observation and feedback on teacher professional development. They found out that teachers who participated in peer observation reported increased self-awareness, improved instructional practices, and greater confidence in their teaching abilities (Gilson *et al.*, 2023). The study further demonstrated the importance of supportive and non-evaluative feedback in fostering a culture of collaboration and learning among educators.

2.3 The Level of Implementation and Effectiveness of Peer Coaching

Peer coaching is a valuable tool in educational and professional settings, providing a collaborative approach to skill enhancement and professional development. Globally, its implementation varies significantly across different regions, influenced by cultural, economic and institutional factors. In North America, peer coaching is widely adopted, particularly in educational settings. Research indicates that it is an integral part of professional development programs for teachers, with positive outcomes in terms of teaching practices and students' performance (Knight, 2011). United States and Canada have institutionalized peer coaching in many schools, driven by a strong emphasis on continuous professional development and collaboration. Higher education institutions also apply peer coaching to enhance faculty performance and support student learning. In the United States, peer coaching has been extensively studied with regard to its participation rates and impact on teacher development. Research by Knight (2019) emphasizes that participation rates are influenced by the institutional support and leadership within schools. Effective peer coaching programs in the US often feature high participation rates due to structured professional development frameworks and ongoing administrative backing. The frequency of coaching sessions is typically regular, with teachers engaging in bi-weekly or monthly sessions to receive feedback and support in refining their instructional practices. Studies show that these coaching interactions lead to substantial improvements in teacher performance, classroom management, and student engagement (Knight, 2018). The impact of outcomes is evident in enhanced teaching strategies and improved student learning, underscoring the effectiveness of peer coaching in American educational contexts.

Europe shows diversity in the application with notable differences between western and eastern countries. In the United Kingdom peer coaching is prevalent in both schools and corporate environments, with a focus on fostering reflective practices and collaborative learning (Hennessy, D'Angelo, McIntyre, Koomar, Kreimeia, Cao & Zubairi, 2022). Scandinavian countries known for their progressive educational systems, have integrated peer coaching into teacher training programs to promote lifelong learning and professional growth (Sunde & Ulvik, 2014). Across Europe, particularly in countries like the United Kingdom and Scandinavia, peer coaching is integrated into broader professional learning cultures. Studies by Hennessy et al. (2022)

highlight that participation rates in peer coaching programs are influenced by cultural norms that emphasize collaborative professional development. European studies often emphasize the frequency of coaching interactions, which varies based on school schedules and teacher availability. The impact of outcomes includes improved instructional quality and teacher collaboration, contributing to a positive school culture focused on continuous improvement. Overall, European practices in peer coaching emphasize reflective practice and the sharing of best practices among educators, fostering a supportive environment conducive to professional growth. However, in Eastern Europe, the adoption of peer coaching is less widespread, often constrained by limited resources and traditional hierarchical structures in educational institutions (Kowalczyk-Waledziak., 2017)

Asian countries like Singapore and Japan have adopted peer coaching as a critical component of professional development, especially in education where it supports the continuous improvement of teaching practices. Conversely in many developing Asian countries, peer coaching is still in its nascent stage, often hindered by lack of awareness and institutional support (Nguyen, 2018). Despite these challenges, there is a growing recognition of its potential benefits, leading to gradual adoption in peer coaching which has emerged as a valuable method for teacher performance management in education sector. Studies by Koh and Tan (2016) indicate that participation rates in peer coaching programs are influenced by the recognition of coaching as a means to develop teaching effectiveness. The frequency of coaching interactions varies but often includes regular sessions focused on collaborative reflection and feedback. The impact of outcomes includes improved instructional strategies and student engagement, reflecting the effectiveness of peer coaching in Asian educational settings. Overall, Asian practices in peer coaching emphasize a structured approach to professional development and a commitment to improving teaching quality through collaborative learning.

In Africa, the implementation of peer coaching is gaining popularity. Despite challenges like limited resources, countries like South Africa and Ghana have integrated peer coaching into teacher training programs. This initiative aims to improve teaching practices and student outcomes. Generally, peer coaching initiatives are gaining momentum, albeit with unique challenges. Studies across sub-Saharan Africa,

such as those by Osei (2017), highlight varying participation rates influenced by the availability of training and support for coaches. The frequency of coaching sessions is often constrained by logistical challenges and the availability of trained personnel. Despite these challenges, peer coaching programs have demonstrated positive impacts on teacher motivation and instructional practices. The outcomes include increased teacher confidence and improved classroom management, contributing to educational improvement in resource-limited settings. African practices in peer coaching emphasize the need for contextual adaptation and sustainable support mechanisms to overcome challenges and achieve long-term success.

Kenya is among the African countries making significant strides in adopting peer coaching, particularly in the education sector. The Kenyan government with support from international organizations has implemented peer coaching programs to enhance teacher effectiveness and students' performance. The programs are designed to foster a collaborative learning culture among teachers, promoting the sharing of best practices and continuous professional growth. The TSC's TPAD element has also played a crucial role in supporting implementation of peer coaching. However, the reach and impact of these programs are uneven across the country with rural and marginalized areas facing some challenges in implementation due to resource limitation, cost involved and inaccessibility of information (Murungi, 2015).

Peer coaching has also been integrated into national education reform initiatives to enhance teaching effectiveness and student outcomes. Studies by Mwangi & Njue (2020) highlight increasing participation rates in peer coaching programs supported by governmental and non-governmental organizations. The frequency of coaching sessions varies but often includes regular meetings to facilitate peer observations and collaborative feedback. The impact of outcomes is notable in improved instructional practices and student engagement, particularly in underserved regions like Marsabit County. Kenyan practices in peer coaching underscore the role of institutional support and community engagement in sustaining effective coaching programs. Challenges such as resource constraints and logistical issues are addressed through partnerships and capacity-building efforts aimed at fostering a supportive environment for educators.

Focusing on Moyale in Marsabit County, there are great efforts by the Government, NGOs and other authorities as part of broader educational reform initiatives. These initiatives aim to improve educational outcomes by enhancing the collaborative potential of peer coaching to support teachers in this underserved region (Mwangi & Njue, 2020). The extent to which peer coaching is practiced varies significantly across different educational settings. In well-resourced schools, peer coaching is often integrated into regular professional development programs (Brock et al., 2019). However, in contexts like Moyale constituency, the practice may be less consistent. Wanjohi (2020) notes that in many Kenyan schools, professional development opportunities are limited and peer coaching is not systematically implemented. This inconsistency can be attributed to factors such as limited time, insufficient training and lack of institutional support. Understanding the extent of peer coaching practice in Moyale requires examining these local constraints and identifying ways to overcome them.

2.4 Peer Coaching and Teacher Performance Management

Peer coaching has become increasingly recognized globally for its impact in enhancing teacher performance management, particularly in the critical areas of classroom management, student engagement, and instructional quality. Studies conducted across different regions provide insights into how peer coaching influences these aspects of teaching effectiveness.

In North America, peer coaching has been studied extensively for its role in improving classroom management. Research by Knight (2019) in the United States observes that peer coaching interventions help teachers refine behavior management strategies and establish structured learning environments conducive to effective teaching. This approach supports educators in managing diverse classroom dynamics and minimizing disruptions, thereby enhancing overall classroom management practices.

In Europe, particularly in countries like the United Kingdom and Finland, peer coaching initiatives focus on improving secondary schools' students' engagement through collaborative professional development. Studies by O'Donnell et al. (2020) highlight that peer coaching fosters the adoption of interactive teaching strategies and promotes

student-centered learning approaches. By sharing best practices and receiving constructive feedback, teachers in European contexts enhance their ability to engage students actively in learning activities, thereby enriching the educational experience. There exists a positive relationship between peer coaching and teacher performance management. Peer coaching promotes continuous professional growth, enhances teaching practices, and fosters a collaborative culture (Goker, 2021). Teachers engaged in peer coaching often demonstrate improved instructional strategies, better classroom management, and increased student engagement. A Finland model of peer collaboration, which is celebrated for its success, emphasizes collaboration practices. Peer coaching is deeply ingrained in the Finnish education culture, fostering a sense of shared responsibility for professional growth (Reinius, Hakkarainen, Juuti, & Korhonen, 2023). Teachers engage in reflective discussions and observations, contributing to a collective commitment to continuous improvement. For instance, the Lesson Study approach in Finland encourages teachers to collaboratively plan, observe, and analyze lessons, promoting a supportive and collaborative environment.

Across Asia, peer coaching is increasingly utilized to enhance instructional quality by supporting teachers in integrating innovative pedagogical approaches. Research in countries like Singapore and Japan (Tanaka, 2018) shows that peer coaching promotes the use of effective instructional methods and encourages teachers to reflect on their teaching practices. This collaborative approach enables educators to improve instructional quality by adapting teaching strategies to meet diverse learning needs and achieve better learning outcomes for students.

A study by Hattie and Timperley (2017) examined the influence of feedback, which encompassed peer coaching, on teacher effectiveness. The study explored how providing specific and timely feedback, including through peer coaching interactions, impacted teacher performance within educational contexts. The findings of the study highlighted the significant positive effects of feedback, including peer coaching, on teacher effectiveness. The study demonstrated that when teachers received specific and timely feedback on their instructional practices, they were more to engage in reflection and adapt their teaching methods accordingly (Mincu, 2022). Peer coaching, as a form of feedback, played a crucial role in facilitating this process, as it provided teachers

with opportunities for collaborative reflection and support from their peers. The study underscored the importance of feedback, including peer coaching, in improving teacher performance (Soares, 2023). By providing teachers with targeted feedback on their instructional practices, peer coaching can support professional growth, promote reflective practice, and ultimately enhance teaching effectiveness within educational settings.

Knight (2019) examined on instructional coaching and its influence on teacher performance. The study examined how coaching, specifically instructional peer coaching, impacted teaching practices, teacher confidence, and student learning outcomes. The findings of the study provided empirical evidence supporting the positive effects of instructional coaching on teacher performance. The study demonstrated that teachers who participated in instructional coaching experienced improvements in their teaching practices, such as implementing effective instructional strategies, differentiation techniques, and classroom management approaches. The study highlighted that instructional coaching contributed to an increase in teacher confidence. By receiving targeted support and feedback from their peers through coaching sessions, teachers developed a greater sense of self-efficacy and competence in their instructional abilities (Kushitor, Wright, Biney, Kanmiki, Kyei, Phillips, & Bawah, 2023). By emphasizing the importance of peer coaching in supporting teachers' professional growth and development, the study highlighted the transformative potential of instructional coaching within educational settings.

In Africa, peer coaching has been studied in various educational contexts, highlighting its positive impact on teaching practices and student outcomes. For instance, a study by Adu and Okeke (2019) in South Africa revealed that peer coaching significantly improved teachers' pedagogical skills and classroom management, leading to higher student engagement and better academic performance. The study emphasized the role of peer coaching in promoting collaborative learning among teachers, as well as its contribution to fostering a culture of continuous professional development. In South Africa, peer coaching programs have been implemented to support teacher professional development and improve classroom practices. For instance, studies by Murungi (2015) highlight that peer coaching interventions in African contexts focus on enhancing

instructional effectiveness and promoting teacher collaboration. By providing teachers with ongoing support and feedback, peer coaching contributes to improving instructional quality and fostering a supportive professional culture among educators. Knight (2018) argues that peer coaching aligns well with performance management goals by providing ongoing support and accountability. It allows teachers to set specific professional goals, receive targeted feedback, and make data-driven improvements.

In Kenya, research by Otieno and Wambua (2020) in public secondary schools in Nairobi demonstrated that peer coaching positively influenced teachers' instructional strategies and helped them adapt to curriculum changes. The study found that through peer coaching, teachers were better able to integrate learner-centered approaches into their classrooms, improving student participation and performance. However, the impact of peer coaching on teacher performance management in resource-constrained settings like Moyale constituency needs further exploration to understand its full potential and limitations.

2.5 Challenges that Teachers Encounter During Peer Coaching Practices

Peer coaching implementation in any educational context comes with its fair share of challenges which are particularly pronounced in under-resourced areas. Common challenges include time constraint, and insufficient resources (Brock & Huber, 2019). Additional challenges in the case of Moyale may entail socio-economic factors, cultural barriers and logistical issues. Wanjohi (2020) observes that teachers in remote areas often face heavy workloads and limited access to professional development resources, making it difficult to engage consistently in peer coaching. Identifying and addressing these challenges is crucial for the successful implementation of peer coaching in this region.

Cost is another significant barrier to effective peer coaching practices. Implementing robust coaching programs often requires financial resources to train coaches, facilitate coaching sessions, provide incentives for participation, and maintain ongoing support structures. In many educational contexts, especially in low-income regions, schools and teachers may lack the financial means to sustain comprehensive coaching initiatives (Patrick, 2023). Moreover, the cost of organizing regular coaching sessions, conducting

observations, and arranging professional development workshops can strain already limited budgets. Studies indicate that securing funding for peer coaching programs remains a challenge, particularly when competing with other educational priorities (Goddard, 2020). Policymakers and educational leaders must explore sustainable funding models and seek external support to ensure equitable access to high-quality coaching opportunities for all teachers.

Study by Goddard (2020) examined the role of school climate in either fostering or impeding teacher collaboration. The study sought to understand how factors such as school leadership, organizational structures, and professional norms influenced teachers' inclination and capacity to seek information from their peers. The study employed both qualitative and quantitative methods to gather data on school climate and teacher collaboration. This might have involved surveys, interviews, and observations to assess the perceptions and experiences of teachers within different school environments. The findings the study revealed that school leadership played a critical role in shaping the climate for teacher collaboration. Supportive and empowering leadership styles were associated with environments conducive to collaboration, where teachers felt valued, respected, and encouraged to share information with their peers (Love, 2023). The study also identified organizational structures within schools that either facilitated or hindered teacher collaboration. Flexible scheduling, shared planning time, and opportunities for interdisciplinary collaboration were associated with increased collaboration among teachers. Furthermore, Dang, (2023) asserts that professional norms within schools influenced teachers' willingness to seek information from their peers. Cultures that value collaboration, professional learning, and collective responsibility for student success promote teacher collaboration, whereas environments characterized by competition or isolation are to offer certain challenges.

Opfer and Pedder (2017) examined the challenges that teachers encounter when seeking information and support to implement new teaching practices. The study was set to identify the barriers that hinder teachers from accessing assistance from their peers in adopting innovative instructional approaches. The study employed a mixed-methods approach, utilizing surveys, interviews, and possibly observations to gather data on the

challenges faced by teachers in seeking support for implementing new teaching practices. The findings from the study revealed several significant barriers that teachers encountered when seeking help from their peers. One key barrier that was observed was the limited access to resources, including time, materials, and professional development opportunities, which hindered the teachers' ability to learn about and implement new instructional strategies effectively. Another barrier that was identified from the study was lack of expertise among colleagues (Patrick, 2023). Teachers felt hesitant to seek help from peers if they perceive that their colleagues did not possess the necessary knowledge or experience to provide meaningful support and guidance. Information overload poses another significant challenge during peer coaching practices.

Teachers may feel overwhelmed by the volume of information, feedback, and recommendations received during coaching sessions, leading to confusion and inefficacy in implementing suggested improvements (Opfer & Pedder, 2017). This challenge is exacerbated in settings where coaching sessions lack structure or fail to prioritize actionable feedback. Effective peer coaching requires clear communication, focused goals, and manageable action plans tailored to individual teacher needs (Love, 2023). Strategies to mitigate information overload include providing concise feedback, setting realistic goals, and ensuring that coaching sessions are tailored to address specific instructional challenges. Additionally, ongoing support and follow-up are crucial to helping teachers process and apply new information effectively. By understanding these barriers, educators and school leaders can work to address systemic issues and create supportive environments that facilitate collaboration, professional learning, and the adoption of innovative instructional approaches among teachers (Manuscript, 2023).

2.6 Theoretical Framework

This study was guided by Transformational theory developed by James MacGregor (1962). The theory was valid for the study since it presented sets of assumptions that guided research study on peer coaching and teacher performance management.

2.6.1 Transformational Theory.

Transformational Leadership Theory developed by James MacGregor (1962) and further refined by Bernard Bass, offers a compelling framework for enhancing teacher performance management through peer coaching in public secondary schools in Moyale Constituency, Marsabit County, Kenya. This theory emphasizes the role of leaders in inspiring and motivating their followers to achieve higher levels of performance by fostering an environment of collaboration, innovation, and personal development. Applying the principles of transformational leadership to peer coaching can provide a structured and supportive mechanism for professional growth among teachers in this region. In the context of Moyale Constituency, transformational leaders such as school administrators or lead teachers can play a pivotal role in promoting peer coaching by articulating a clear and compelling vision for its benefits. By highlighting how peer coaching can lead to professional growth, improved teaching practices, and better student outcomes, these leaders can inspire teachers to engage actively in the process. Inspirational motivation, a key component of transformational leadership, helps in creating a shared sense of purpose and commitment among teachers, encouraging them to collaborate and learn from one another.

Furthermore, transformational leaders can embody idealized influence by serving as role models for effective teaching and professional behavior. When teachers observe their leaders demonstrating best practices and achieving positive outcomes, they are more likely to emulate these behaviors. This role modeling fosters a culture of excellence and sets high standards for performance, which are crucial for the success of peer coaching initiatives. Leaders who earn the respect and trust of their teachers can effectively guide and mentor them, enhancing the overall teaching quality in the schools. Intellectual stimulation, another cornerstone of transformational leadership, is integral to the success of peer coaching (Chinyere, 2023). Transformational leaders encourage teachers to reflect critically on their practices, explore new teaching strategies, and engage in problem-solving discussions. By promoting an environment where innovation and critical thinking are valued, these leaders can help teachers develop more effective instructional methods and become more adaptable to changing educational needs. Peer coaching sessions that focus on intellectual stimulation can lead to significant improvements in teaching practices and student learning outcomes.

Additionally, individualized consideration is essential in supporting teachers through the peer coaching process. Transformational leaders recognize the unique strengths and development needs of each teacher and provide personalized support and feedback. This approach ensures that teachers feel valued and understood, which enhances their motivation and commitment to professional growth. By addressing the specific needs of individual teachers, transformational leaders can create a more effective and tailored peer coaching experience, leading to better performance and job satisfaction. Transformational Leadership Theory offers valuable insights into how peer coaching can be effectively implemented to enhance teacher performance in public secondary schools in Moyale Constituency, Marsabit County, Kenya. By inspiring a shared vision, serving as role models, promoting intellectual stimulation, and providing individualized support, transformational leaders can create a conducive environment for peer coaching. This approach not only improves teaching practices but also fosters a collaborative and supportive school culture, ultimately leading to enhanced educational outcomes for students.

2.7 Conceptual Framework

The conceptual framework sought to explain in a detailed manner how the variables of the study are related to each other as illustrated by the conceptual framework model in figure 1.

Peer Coaching

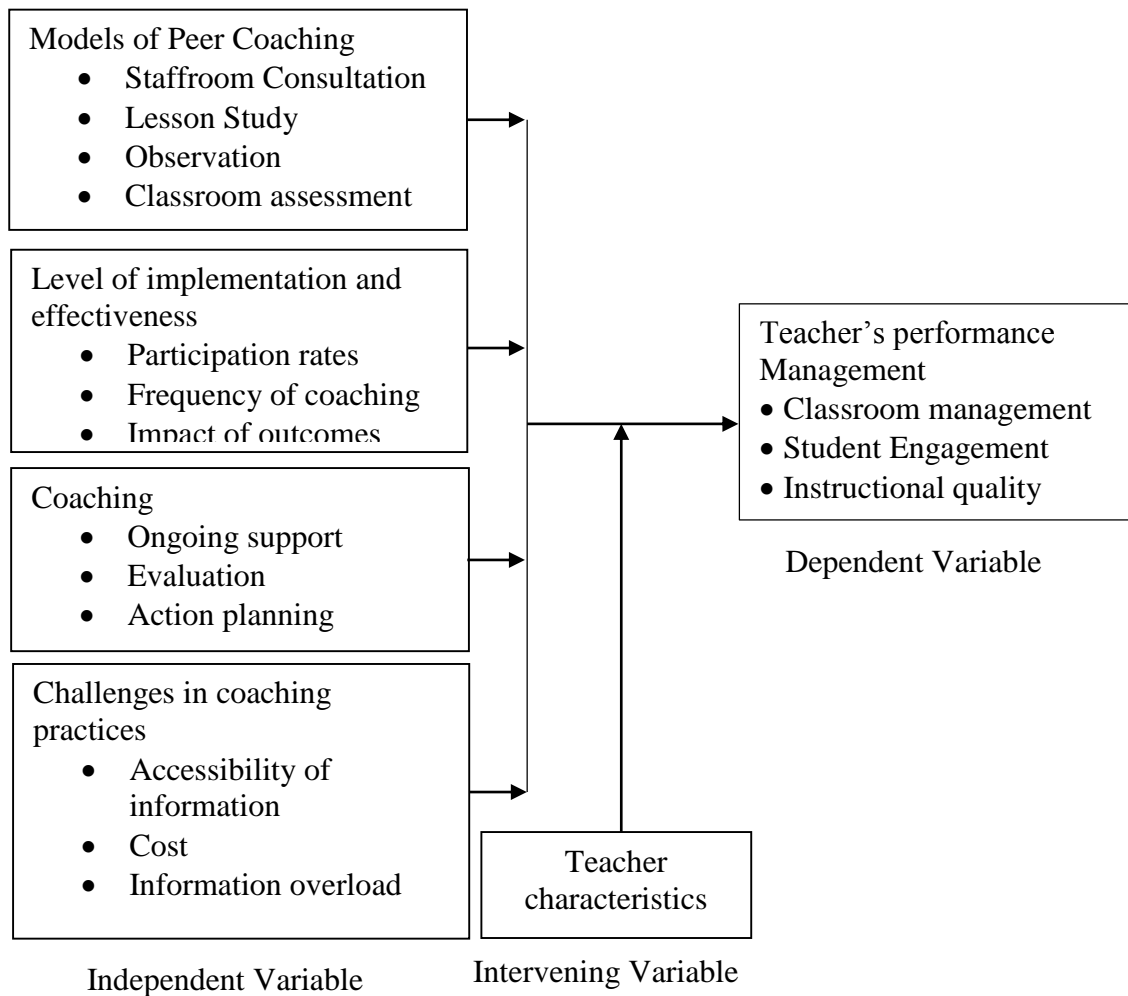


Figure 1: Conceptual Framework

The conceptual framework presents the two main variables of the study, that is, independent and the independent variables. The independent variable is peer coaching while the dependent variable is Teacher Performance Management. The two variables are intervened by teacher characteristics variable. The study investigated the role of peer coaching in enhancing teacher performance management in public secondary schools. The desired teachers' performance comprised three aspects: Classroom management, student Engagement and instructional quality.

CHAPTER THREE

METHODOLOGY

3.1 Location of the Study

The study was conducted in public secondary schools in Moyale Constituency, Marsabit County, Kenya. Moyale Constituency is located in the Northern region of Kenya. To the South, it is bordered by North Horr constituency, within Marsabit; to the west, it shares a boundary with Saku constituency which is also in Marsabit County. Similarly, it is bordered by Ethiopia's Borana zone and Wajir north to the north and south respectively. The constituency is home to a vibrant mix of ethnic communities, including the Borana, Gabra, Rendille, and Somali, each contributing to a rich culture in the region.

3.2 Research Design

A research design, according to Kothari (2004), is the conceptual structure within which research is conducted. This study adopted descriptive research design to establish the role of peer coaching in enhancing teacher performance in public secondary schools in Moyale constituency, Marsabit County, Kenya. Descriptive research design gathers data in a systematic way in order to characterize a population, circumstance, or phenomena. The descriptive research method was appropriate for this study because it did not allow the researcher to control or modify any variables. More precisely, it assisted in providing answers to the research problem's what, when, where, and how inquiries as opposed to its why. Different approaches were employed by the researcher to carry out descriptive research. While qualitative data is occasionally employed for descriptive purposes, quantitative data is typically used in descriptive research designs.

3.3 Target Population

The study was conducted in 16 public secondary schools in Moyale constituency. The target population was 291 comprising 16 principals, 81 HODs and 194 teachers in all the 16 public secondary schools in Moyale Constituency, Marsabit County (Marsabit County Director of Education, 2023; Teachers Service Commission Marsabit County, 2023).

3.4 Sampling Procedure and Sample Size

The researcher used Krejcie and Morgan table for the finite population of 291. According to the table, the recommended sample size for a population of 291 is 169. To balance comprehensive coverage and practical implementation, purposive sampling was employed for all 16 principals and 81 HODs to ensure their complete representation. For the teachers, a simple random sampling method was used to select 72 out of the 194 teachers. This approach integrated purposive sampling for key administrative roles with simple random sampling for the teacher subset, aligning with the Krejcie and Morgan recommendation while ensuring a robust and manageable sample. The sample was distributed as shown as shown in Table 1 below.

3.4.1 Sampling Grid

Table 1: Sampling Grid

Description	Population	Sample size	Sampling procedure
Principals	16	16	Purposive
HODs	81	81	Purposive
Teachers	194	h72	Simple random
Total	291	169	

Source: Marsabit County Education Office (2023)

3.5 Research Instruments

The researcher used both questionnaires and interview schedules as data collection instruments. According to Collins, (2021) using multiple data collection instruments ensured the validity of data is ascertained

3.5.1 Questionnaire

In this study, questionnaires were used as the main instrument of data collection from the HODs and teachers. The questionnaires were divided into four sections to collect data based on the study objectives. The first section collected demographic information of the respondents. The second section collected data on various models of peer coaching while the third section collected data on the extent to which peer coaching helps in teacher performance management. The fourth section collected data on the influence of peer coaching on teacher performance. According to Creswell and Creswell (2018), questionnaires offer detailed answers to complex problems. . Aryal (2019) observes that a questionnaire is very essential as it provides uniform questions

for all informants, thus reducing biases. Additionally, questionnaires are also a popular method for data collection in deduction because of the relative ease and cost-effectiveness with which they are constructed and administered. Questionnaires give respondents time to think before responding to some questions and provide a relatively objective data hence most effective.

3.5.2 Interview Schedules

The interview guide comprised of a run-down of questions that were utilized by interviewer to gather information from the principals of public schools in Moyale Constituency. According to Bhandari (2020), interviews, particularly in qualitative research, are recognized as a critical method of obtaining in-depth and detailed insights. They allow for flexibility and probing, enabling the researcher to explore complex social phenomena. Unlike questionnaires, interviews facilitate richer data, allowing for an interaction that yields subtle understanding of the respondent's experiences, opinions, and motivations A. Furthermore, argues that the interview schedules bear an edge given that they provide a detailed data which otherwise is not practically possible to obtain, if questionnaires were used. The technique entails an oral exchange between an interviewer (researcher or research assistant) and interviewee (respondent) who may be an individual or a group of individuals.

3.6 Piloting of the Instruments

A pilot study was conducted in three public secondary schools in the neighboring Isiolo County. The three public secondary schools constituted 10% of the sampled population in line with Mugenda and Mugenda (2003) who deemed such a size of cases for a pilot study to be sufficient. The schools chosen for piloting were appropriate since they had the same characteristics as those of the location of the study. The results from the pilot study aided in improving the validity and reliability of data collection instruments especially the questionnaires.

3.7 Validity of the Instruments

The term validity indicates the degree to which an instrument measures the construct under investigation. For a data collection instrument to be considered valid, the content selected and included must be relevant to the need or gap established. Validity occurs

when the instruments selected are capable of obtaining information that measures what one wants to measure and present authentic response to the problem of the study. To ensure validity of research instruments, the researcher developed the instruments with references to the study objectives. The study used both content and face validity. The content validity was determined by the researcher giving out questionnaires to respondents during piloting to check the responses given. For face validity, the researcher checked to ascertain whether the test appears to measure what it should measure with the help of supervisors and other experts within the department. The feedback from the supervisors and the experts helped in modifying the instruments. A validity of a study can be judged by how well and meaningfully it concludes its findings (Taherdoost, 2021).

3.8 Reliability of the Instruments

Reliability is an extent to which any measurement tools for instance, questionnaires, interview schedules or checklists, produces the same results on repeated trials (Miller, 2015). It is also the degree to which a test consistently measures whatever it intends to measure hence helps researchers to interpret data and predict the value of scores and the limits of the relationship among the variables. In this study therefore, internal consistency of the instrument was tested above 0.7 by computing Cronbach's alpha reliability. A Cronbach's Alpha value of 0.788 suggested that the items had good internal consistency, meaning that the items are measuring the same underlying concept reliably.

3.9 Ethical Considerations

Ethics is defined as a set of moral principles that offer rules and behavioral expectations about the correct conduct (Strydom, 2005). Ethical issues that were considered include: Acquisition of informed consent from all participants, seeking the consent of teachers, protecting the anonymity and confidentiality of respondents, guaranteeing the physical and psychological security of participants, giving room for participants to withdraw at any stage, and observing honesty. The researcher obtained ethical clearance letter from Chuka University Ethics Review Board. Therefore, the researcher applied for a research permit from the National Commission for Science Technology and Innovation

(NACOSTI). Once the research permit was obtained, authority was sought from the County Education Officer to carry out the study.

As such, the researcher visited sampled schools for introductions to school management and respondents besides booking of appointments on when to undertake data collection. On the appointed day, the researcher reassured the participants that their trust, anonymity, and confidentiality were kept and carefully appreciated. The responders were guaranteed that the data collected would only be utilized only for academic purposes. Upon completion, a copy of the thesis was availed to public in the University library should they wish to acquaint themselves with the study findings.

3.10 Data Collection Techniques and Procedure

Data collection techniques and procedure is a step-by-step process that guides the study while the field work is being undertaken (Kothari, 2004). Prior to the commencement of data collection, the researcher obtained an introductory letter from Chuka University ethical committee which facilitated the application for a permit from National Commission for Science, Technology and Innovation. The license from NACOSTI allowed the researcher to visit the County Education Office where authority to carry put the study was sought from the director. This was succeeded with visits to the sampled schools for consent seeking and familiarization with the respondents. The researcher then booked appointments with the principals while HoDs and teachers were given the questionnaires. The first phase involved distribution and collection of questionnaires to the HoDs and teachers while the second phase entailed a face-to-face semi-structured interviews with the principals. Notes were taken during the interview and the interview was recorded verbatim.

3.11 Data Analysis

The data obtained was edited, coded and analyzed quantitatively and qualitatively based on study objectives. Both quantitative and qualitative approaches were used for data analysis. The data collected underwent cleaning, including removing incomplete questionnaires and outliers. Quantitative data from the questionnaire was coded and entered into the computer for computation of descriptive statistics. The Statistical Package for Social Sciences (SPSS version 29.0) was used to run descriptive analyses

to produce frequency distribution and percentages. Tables were also used to summarize data. The qualitative data generated from interview guide were categorized in themes in accordance with research objectives and reported in narrative form along with quantitative presentation. The qualitative data were used to reinforce the quantitative data. Inferential statistics; chi-square was used to analyze data and the hypothesis was tested at 0.05 level of significance.

Table 2: Summary of Data Analysis Technique

Research questions and hypothesis	Independent variable	Dependent Variable	Statistical measures/Test statistics
What are the distinct characteristics of different models of peer coaching in public secondary schools in Moyale Constituency, Marsabit County, Kenya?	Peer Coaching	Teachers' performance management	Mean and SD Frequencies and Percentage
What is the level of implementation and effectiveness of peer coaching among teachers in public secondary schools within Moyale Constituency, Marsabit County, Kenya?	Peer Coaching	Teachers' performance management	Mean and SD Frequencies and percentage
What challenges do teachers commonly face during peer coaching practices in public secondary schools in Moyale Constituency, Marsabit County, Kenya?	Peer Coaching	Teachers' Performance management	Mean and SD Frequencies and Percentage
There is no statistically significant relationship between peer coaching and teacher performance management in public secondary schools in Moyale Constituency, Marsabit County, Kenya	Peer Coaching	Teachers' Performance management	Chi square

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 General Information

This chapter presents analysis of the data obtained from the respondents, its interpretations and discussion according to the objectives. The study sought to examine the role of peer coaching in enhancing teacher performance management in public secondary schools in Moyale Constituency, Marsabit County. Specifically, it sought to find out the various models of peer coaching; determine the level of implementation and effectiveness of peer coaching; evaluate the relationship between peer coaching and teacher performance management; determine the challenges that teachers encounter during peer coaching practices in public secondary schools in Moyale Constituency, Marsabit County, Kenya.

The interview data was analyzed qualitatively by first transcribing the interviews and organizing the textual data into manageable sections. The transcripts were carefully reviewed to identify recurring themes and patterns. Data was then grouped into categories, and summaries of each theme were written to capture the essence of the findings. Patterns and significant insights were identified through careful comparison of the grouped data, and these were used to draw conclusions about the impact of peer coaching on teacher performance management in public secondary schools in the region. The results were synthesized into a comprehensive report that points out key findings and their implications.

Questionnaire data was analyzed using both qualitative (mean and standard deviation) and quantitative analysis (Chi square statistics). The mean provided the average score for each statement related to peer coaching, reflecting overall perceptions among teachers. The standard deviation measured the variation or dispersion from the mean. A lower standard deviation means that responses were more consistent, while a higher standard deviation indicated greater variability in perceptions. Hypothesis was analyzed using Chi Square statistics.

4.2 Response Rate

146 out of 153 questionnaires were responded to and returned. This response rate of 95 % indicates a strong level of participation from the respondents. A high return rate is desirable as it reduces the likelihood of non-response bias, providing a reliable dataset for analysis and conclusions. The high return rate also enhances the credibility of the study, as it reflects the willingness of participants to engage with the survey content. Babbie and Edgerton (2023) assert that a response rate of over 70 percent is excellent. The response rate of the current study falls above the threshold, allowing for different estimations and data analysis.

4.3 Reliability Index of Data Collected

Cronbach's alpha coefficient was computed to evaluate the psychometric properties of the study constructs. Reliability tests pre-tested the extent to which research tool questions were homogeneous and measured the underlying constructs. The reliability results are shown in Table 3.

Table 3: Reliability Index of Data Collected

Statement	Reliability	Remarks
Models of peer coaching	0.760	Reliable
Implementation and effectiveness of peer coaching	0.860	Reliable
Peer coaching and teacher performance management	0.859	Reliable
Challenges teachers face with peer coaching	0.728	Reliable

The results in Table 3 show that the study obtained a Cronbach Alpha of above 0.70 for all variables. Cronbach's alpha coefficient ranges from 0 to 1 and the nearer the coefficient is to one, the more the inner consistency. Cronbach (1951) recommended an acceptable minimum value of above 0.60. Literature by Wooldridge (2015) recommended a value of above 0.7. Reliability coefficients below 0.5 are unacceptable, those above 0.8 are good and those greater than 0.9 are considered excellent (Sharma, 2016). Therefore, data obtained by the current study was reliable.

4.4 Demographic Characteristics of the Respondents

Demographic characteristics of the respondents were analyzed using frequencies and percentages. This included the gender, age bracket, length of service and academic qualifications.

4.4.1 Gender of the Respondents

Table 4: Gender of the Respondents

Gender	Frequency	Percent
Male	88	60.3
Female	58	39.7
Total	146	100.0

The findings reveal that among the respondents, 60.3% are male, while 39.7% are female. This indicates that there are more male than female teachers in the public secondary schools of Moyale Constituency, Marsabit County. The gender distribution suggests that male teachers form the majority in the teaching workforce in this region. This could reflect broader regional or cultural trends regarding gender roles in the education sector. The representation of female teachers, though smaller, is still significant, ensuring that both male and female perspectives are included in the study.

From the teachers results it implies that this study was dominated by males. However; the findings show substantial representation of female gender thus implying that the study did not suffer from gender bias. It also showed that there was gender disparity since the number of males exceeded that of females. However, the disparity is termed by this study to be fair since the representation of each category surpassed the 30% threshold stipulated by the constitution of Kenya (2010).

4.4.2 Age Bracket of Respondents

Table 5: Age Bracket of the Respondents

Age Bracket	Frequency	Percent
Below 30 years	37	25.3
31 to 50 years	68	46.6
Above 50 years	41	28.1
Total	146	100.0

The findings indicate that among the respondents, 25.3% are below 30 years of age, 46.6% are between 31 and 50 years, and 28.1% are above 50 years. This distribution shows that nearly half of the respondents fall into the middle age bracket of 31 to 50 years, with a significant proportion also in the older age category of above 50 years. The age distribution among respondents shows a diverse range of experience within the teaching workforce.

The largest group, comprising 46.6% of respondents aged 31 to 50 years, is likely to possess significant teaching experience and professional maturity. This middle-aged group is in a prime position to contribute meaningfully to peer coaching and mentoring, leveraging their accumulated knowledge to support and guide both newer and more experienced colleagues. Their presence suggests a stable core of educators who can provide continuity and depth in teaching practices, which can enhance overall school performance and contribute to a supportive professional environment.

Besides, the 25.3% of respondents who are below 30 years old bring a fresh perspective and potentially greater enthusiasm for innovative teaching methods. This younger cohort can infuse the teaching environment with new ideas and approaches, potentially driving modern practices and changes. The remaining 28.1% of respondents who are above 50 years add valuable experience and historical knowledge to the mix. Their extensive teaching careers provide a deep understanding of educational trends and institutional history. Balancing these varying levels of experience can create a dynamic and effective teaching environment, where both seasoned and younger teachers collaborate and learn from each other, ultimately benefiting the school's overall performance and student outcomes.

4.4.3 Teachers Length of Service

Frequencies and percentages were used to examine the teachers' period of service in public secondary schools in Moyale Constituency, Marsabit County. The results are shown in Table 6.

Table 6: Teachers Length of Service

Length of service	Frequency	Percent
Below 1 year	15	10.3
1 to 20 years	85	58.2
Above 20 years	46	31.5
Total	146	100.0

The findings that majority, 58.2%, have been teaching for 1 to 20 years, indicate a strong presence of mid-career educators who are likely bring a balance of fresh perspectives and seasoned experience to their roles. 31.5% of the teachers have served for over 20 years, suggesting a significant proportion of highly experienced educators who can provide

mentorship and stability within the schools. A smaller group, 10.3%, has less than one year of service, reflecting the entry of new teachers into the profession. This mix of experience levels is crucial for fostering a dynamic and supportive teaching environment, where peer coaching and professional development can be tailored to meet the diverse needs of both new and experienced teachers.

The findings on teachers' length of service in public secondary schools in Moyale Constituency, Marsabit County, reveal a diverse range of teaching experience among the respondents. With 58.2% of teachers having served between 1 to 20 years, this group represents a substantial portion of mid-career educators who are likely familiar with the curriculum and school culture. They bring a mix of innovation and tested strategies to their classrooms, which can be crucial for implementing new teaching methods and fostering peer learning. Additionally, the 31.5% of teachers with over 20 years of experience indicate a strong presence of experienced educators who not only have deep institutional knowledge but also can play pivotal roles as mentors in peer coaching initiatives. Their extensive experience is invaluable for guiding less experienced colleagues, thereby enhancing overall teaching quality and student outcomes.

The implications of these findings are significant for teacher performance management and professional development strategies in the region. The presence of a large group of mid-career and experienced teachers suggests that schools in Moyale Constituency could leverage peer coaching programs to facilitate knowledge sharing and skill enhancement across different experience levels. The fact that 10.3% of teachers are relatively new to the profession underscores the need for supportive onboarding processes, including mentorship from more experienced colleagues. This blend of experience within the teaching workforce positions the schools to effectively implement peer coaching, enabling continuous professional growth, improved teaching practices, and ultimately better student performance. The diversity in service length also suggests that professional development programs should be differentiated to address the specific needs of teachers at various stages in their careers.

4.4.4 Academic Qualification of Respondents

Table 7: Level of Education

	Frequency	Percent
Diploma	38	26.0
Degree	80	54.8
Masters	28	19.2
Total	146	100.0

The findings on the level of education among respondents reveal that the majority hold a degree, accounting for 54.8% of the participants. This suggests that a significant portion of the teachers in public secondary schools in Moyale Constituency, Marsabit County, have a solid educational foundation, likely contributing to the overall quality of teaching. Additionally, 26% of the respondents possess a diploma, while 19.2% have attained a master's degree, indicating a diverse range of educational qualifications among the teachers. This diversity in educational background may influence the approaches to teaching and professional development within these schools, with a substantial number of teachers being well-qualified to engage in and benefit from peer coaching and other collaborative professional development practices.

The findings on the level of education among teachers in public secondary schools in Moyale Constituency, Marsabit County, indicate that the majority of the respondents, 54.8%, hold a degree, which underscores the presence of a well-educated workforce in the region. This level of educational attainment suggests that most teachers have a robust foundation in their respective subject areas, likely enhancing their teaching effectiveness and ability to contribute to academic excellence. The 26% of respondents with a diploma represent a significant portion of the teaching staff, who may benefit from additional professional development opportunities to further their qualifications. Meanwhile, the 19.2% of teachers with a master's degree bring advanced knowledge and specialized skills to the schools, which can positively impact curriculum delivery, student outcomes, and peer coaching initiatives.

The diversity in educational qualifications among the teachers can have several implications. For instance, those with higher qualifications, such as master's degrees, may take on leadership roles in peer coaching and mentoring, helping to elevate the overall teaching standards within the schools. On the other hand, the presence of a considerable

number of diploma holders highlights the need for continuous professional development to ensure that all teachers have access to opportunities for growth and advancement. This diversity also suggests that peer coaching programs need to be tailored to accommodate varying levels of expertise and experience, ensuring that all teachers can engage meaningfully in professional development activities.

4.5 Models of Peer Coaching in Public Secondary Schools

The objective sought to establish the various models of peer coaching in public secondary schools in Moyale Constituency. Mean and standard deviation statistics were used to determine the models of peer coaching in public secondary schools. The findings from the survey indicate a strong and positive perception of the lesson study model among teachers in public secondary schools in Moyale Constituency. The results are shown in Table 8.

Table 8: Mean and Standard Deviation Statistics for Staffroom Consultation

	N		Mean	Std.
	Valid	Missing	Ranks	Deviation
Teachers in my school frequently discuss teaching strategies during staffroom consultations.	146	0	4.0882	.7675
Staffroom consultations are effective for addressing classroom challenges.	146	0	3.9706	.9921
I have gained new insights and methods for teaching through staffroom consultations with my colleagues.	146	0	4.0147	.9696
Staffroom consultations are a regular part of our professional development activities.	146	0	4.0000	.8639

The survey results show that public secondary school teachers in Moyale Constituency experience staffroom consultations positively. Teachers frequently discuss teaching strategies during these consultations, with a high mean of 4.0882 and a standard deviation of 0.7675, indicating that these discussions are a regular part of their practice. The effectiveness of these consultations in addressing classroom challenges is also high, with a mean of 3.9706 and a standard deviation of 0.9921, suggesting that they are generally effective but with some variability in effectiveness. Teachers report gaining new insights and methods from these consultations, with a mean of 4.0147 and a standard deviation of 0.9696, reflecting substantial benefits in terms of professional growth. Staffroom consultations are considered a regular component of professional development, with a mean of 4.0000 and a standard deviation of 0.8639, indicating that they are an integral part of ongoing professional development activities. The relatively

low standard deviations across these items suggest that there is a consensus among teachers regarding the value and regularity of staffroom consultations.

The high mean of 4.0882 for the frequency of discussions about teaching strategies indicates that such consultations are a regular and integral part of the teachers' routines. This frequency underscores the commitment to collaborative professional practice and highlights the importance of peer interactions in refining teaching methods. The effectiveness of staffroom consultations in addressing classroom challenges, with a mean of 3.9706, suggests that these sessions are generally successful in providing practical solutions to problems faced in the classroom. The standard deviation of 0.9921 indicates some variability in how teachers perceive this effectiveness, which might reflect differences in individual experiences or the specific challenges encountered.

Teachers' perception of gaining new insights and methods through consultations, reflected by a mean of 4.0147, indicates that these sessions contribute significantly to professional development. The standard deviation of 0.9696 shows that while most teachers find value in these insights, there may be differing degrees of benefit experienced by individuals. This suggests that the quality and impact of the insights gained could vary based on the nature of the discussions and the teachers' engagement. Finally, the mean of 4.0000 for the regularity of staffroom consultations in professional development activities indicates that these consultations are well-established within the professional growth framework. The standard deviation of 0.8639 suggests a consensus among teachers about the role of consultations in their development, though there might be minor variations in how regularly these activities are implemented.

The results demonstrate that staffroom consultations are a well-valued and effective practice for enhancing teaching strategies, addressing classroom challenges, and contributing to teachers' overall professional development. Through informal discussions and peer coaching sessions, teachers are able to share best practices, exchange ideas, and collaboratively solve problems they encounter in their daily teaching. These consultations often create a supportive environment where experienced teachers mentor their less experienced colleagues, fostering a sense of community and mutual learning. However, the variability in perceptions regarding the effectiveness of

these consultations highlights the need for continuous evaluation to ensure consistency in their impact. Some teachers perceive greater benefits from staffroom consultations, while others feel left out or less engaged, suggesting that a more structured or formalized approach could be necessary. This would ensure that all teachers, regardless of their teaching experience or specific challenges, can equally benefit from these peer coaching practices. A regular review and potential reorganization of consultation formats could enhance inclusivity and maximize the potential for professional growth among all teachers.

The study findings are similar to that of Alemayehu (2021) as the study reveals that CPD programs have a significant positive impact on teachers' pedagogical skills. Teachers who participated in these programs demonstrated improved teaching methods and were more effective in engaging students in the learning process. Pharis (2019) opines that CPD not only enhances instructional techniques but also boosts teachers' confidence in their abilities, leading to more effective classroom interactions. This suggests that regular engagement in CPD is crucial for teachers to stay updated with innovative teaching strategies and to maintain a high standard of education delivery

The findings suggest that staffroom consultations significantly enhance teaching practices. Smith and Hardman (2017) report similar observations, noting that informal discussions among teachers contribute substantially to collaboration and instructional improvement. Their study highlights how these interactions foster a supportive environment where educators can exchange insights and strategies, reflecting the positive impact seen in the findings. This supports Heiskanen's (2022) work, which underscores the value of such informal consultations in promoting professional development and improving instructional quality.

The findings from the survey indicate a strong and positive perception of the lesson study model among teachers in public secondary schools in Moyale Constituency. This is illustrated in the Table 9:

Table 9: Mean and Standard Deviation Statistics for the Lesson Study

	N		Mean Ranks	Std. Deviation
	Valid	Missing		
Lesson study sessions are regularly organized in my school.	146	0	4.1029	.8130
Participating in lesson study has helped me refine my lesson planning and teaching techniques.	146	0	4.0588	.7099
Lesson study promotes collaborative planning and critical reflection among teachers.	146	0	4.1324	.7512
The lesson study model has positively impacted student learning outcomes in my school.	146	0	3.9118	.8417

The survey results indicate that lesson study sessions are highly regularly organized in the schools, with a mean of 4.1029 and a standard deviation of 0.8130, suggesting that these sessions are a frequent and well-established practice with relatively low variability. Participation in lesson study has significantly helped teachers refine their lesson planning and teaching techniques, as evidenced by a mean of 4.0588 and a standard deviation of 0.7099, indicating that teachers find these sessions very beneficial with consistent positive feedback. Lesson study is strongly perceived to promote collaborative planning and critical reflection among teachers, reflected by a mean of 4.1324 and a standard deviation of 0.7512, showing a high level of agreement and effectiveness in fostering teamwork and reflective practices. Additionally, the lesson study model is believed to have a positive impact on student learning outcomes, with a mean of 3.9118 and a standard deviation of 0.8417, suggesting that while there is a generally positive view of its effects on student performance, there is some variability in how teachers perceive this impact. With a mean of 4.1029, it is clear that lesson study sessions are regularly organized, suggesting that this practice is well-integrated into the schools' professional development routines. The relatively low standard deviation of 0.8130 further indicates consistency in the frequency of these sessions across the schools.

Teachers overwhelmingly agree that participating in lesson study has helped them refine their lesson planning and teaching techniques, as shown by a mean of 4.0588 and a standard deviation of 0.7099. This consistency suggests that lesson study is an effective tool for professional growth, providing teachers with actionable insights to improve their instructional practices. The mean of 4.1324 for the promotion of

collaborative planning and critical reflection among teachers reinforces the effectiveness of the lesson study model in fostering a collaborative culture. The standard deviation of 0.7512 indicates that this benefit is widely recognized and consistently experienced across the teaching staff, highlighting the model's role in enhancing teamwork and reflective practices.

However, the perceived impact of the lesson study model on student learning outcomes, with a mean of 3.9118 and a slightly higher standard deviation of 0.8417, suggests that while teachers generally believe in the positive effects of lesson study on student performance, there is some variability in how strongly they feel this impact. This could reflect differences in how the outcomes of lesson study are applied in the classroom or variations in student populations and learning contexts.

The findings suggest that the lesson study model is highly valued by teachers for its role in refining teaching practices, promoting collaboration, and contributing to professional development. However, there may be opportunities to further enhance its impact on student learning outcomes by ensuring that the insights gained from lesson study are consistently and effectively implemented across classrooms. Regarding lesson study, the findings align with research by Lewis and Hurd (2011), who demonstrate that lesson study serves as an effective tool for improving teaching practices. Their study shows that lesson study promotes a collaborative approach to lesson planning and execution, which mirrors the positive outcomes observed in your findings. Mendoza, Nunez, and Morales (2022) further support this, indicating that lesson study enhances teacher development by offering a structured framework for reflection and refinement of teaching practices.

The findings concur with that of Fabiano (2019) as the study has significant implications for educational policy and practice. The integration of formative assessment into teacher coaching offers a powerful tool for schools looking to improve instructional quality and student outcomes. The study suggests that educational leaders should consider investing in structured coaching programs that are supported by continuous assessment to create an environment of ongoing professional development. By doing so, schools can ensure that teachers are equipped with the skills and knowledge needed to meet the diverse needs of their students.

The objective sought to establish the various models of peer coaching in public secondary schools in Moyale constituency, Marsabit County, Kenya. The result is shown in Table 10.

Table 10: Mean and Standard Deviation Statistics for observation

	N		Mean Ranks	Std. Deviation
	Valid	Missing		
Peer observations are a routine practice in my school.	146	0	4.0147	.80098
Observing my peers' teaching methods has provided me with valuable insights.	146	0	4.1029	.84887
The feedback I receive from peer observations is constructive and helps improve my teaching practice.	146	0	4.0882	.72761
Peer observation sessions have led to significant improvements in my classroom management skills.	146	0	4.0441	.83637

The survey results reveal that peer observations are a well-established practice in the schools, with a mean of 4.0147 and a standard deviation of 0.80098, indicating that they are regularly conducted and generally accepted as part of the professional routine. Observing peers' teaching methods is highly valued, with a mean of 4.1029 and a standard deviation of 0.84887, showing that teachers consistently gain valuable insights, though the degree of benefit may vary slightly. The feedback from peer observations is perceived as constructive and beneficial for improving teaching practices, as indicated by a mean of 4.0882 and a lower standard deviation of 0.72761, suggesting a strong and consistent positive response to the feedback provided. Additionally, peer observation sessions are credited with significant improvements in classroom management skills, with a mean of 4.0441 and a standard deviation of 0.83637, reflecting a general consensus on their effectiveness, though some variation in the extent of improvement was noted.

The findings from the survey indicate that peer observations play a crucial role in the professional development of teachers in the schools surveyed. The high mean ranks across all aspects of peer observation suggest that these sessions are not only a regular feature of the schools' professional practices but are also highly valued by the teachers. The fact that peer observations are generally accepted as part of the professional routine

(mean 4.0147) indicates that they are well-integrated into the schools' culture, providing a consistent platform for teachers to reflect on and enhance their teaching methods.

The high mean rank for the value of observing peer teaching methods (4.1029) emphasizes that teachers find these sessions insightful, gaining practical ideas and strategies that they can apply in their own classrooms. This finding underscores the importance of collaborative learning environments where teachers can learn from each other in a structured setting. The feedback from these observations is seen as particularly constructive, with a mean of 4.0882 and a relatively low standard deviation (0.72761), suggesting that the feedback is not only appreciated but also consistently perceived as helpful in improving teaching practices. This consistency in positive feedback points to the effectiveness of peer observations as a tool for professional growth.

Furthermore, the impact of peer observation sessions on classroom management skills is also viewed positively (mean 4.0441), although there is some variability in the extent to which different teachers feel they have benefited. This could be due to differences in individual teaching styles or the specific challenges faced in different classrooms. However, the overall consensus is that peer observations contribute significantly to improving classroom management, which is a critical aspect of effective teaching.

The findings suggest that peer observations are a valuable and well-regarded component of the teacher performance management process in these schools. They facilitate the exchange of practical insights, provide constructive feedback, and contribute to the overall enhancement of teaching practices, particularly in areas such as classroom management. This highlights the importance of maintaining and possibly expanding peer observation programs to continue fostering professional growth among teachers. The findings from the survey indicate the role that collaborative classroom assessment practices play in peer coaching among public secondary school teachers in Moyale Constituency, Marsabit County.

Table 11: Classroom Assessment

Statistics	N		Mean Ranks	Std. Deviation
	Valid	Missing		
Collaborative classroom assessment practices are part of peer coaching in my school.	146	0	4.0294	.9921
Working with peers on classroom assessments has enhanced my understanding of student performance.	146	0	4.0000	.9142
Peer involvement in classroom assessments has led to fairer and more effective student evaluations.	146	0	3.8971	1.0095
Insights from peer-assisted classroom assessments have improved my teaching strategies.	146	0	4.0882	.9262

The findings indicate that collaborative classroom assessment practices are a significant component of peer coaching in the schools, with a mean of 4.0294 and a standard deviation of 0.9921, suggesting that these practices are well-integrated but with some variability in their application. Teachers report that working with peers on classroom assessments has enhanced their understanding of student performance, as reflected by a mean of 4.0000 and a standard deviation of 0.9142, indicating a consistent positive impact with moderate variability. The involvement of peers in classroom assessments is perceived to result in fairer and more effective student evaluations, with a mean of 3.8971 and a standard deviation of 1.0095, though the higher standard deviation suggests more variability in how this benefit is experienced. Additionally, insights gained from peer-assisted classroom assessments have led to improved teaching strategies, as shown by a mean of 4.0882 and a standard deviation of 0.9262, indicating a strong and consistent positive influence on teaching practices.

The findings from the study underscore the significant role that collaborative classroom assessment practices play in peer coaching among public secondary school teachers in Moyale Constituency, Marsabit County. The consistently high mean ranks across the items reflect a generally positive perception of these practices, suggesting that they are well-integrated into the schools' professional development frameworks. For instance, the mean of 4.0294 for the integration of collaborative classroom assessment practices indicates that these activities are widely recognized as part of peer coaching. This widespread adoption implies a strong culture of collaboration among teachers, which is essential for continuous professional growth and the enhancement of teaching quality.

Working with peers on classroom assessments appears to be particularly effective in enhancing teachers' understanding of student performance, with a mean of 4.0000. This finding suggests that peer collaboration provides teachers with diverse perspectives, leading to a deeper and more comprehensive understanding of student learning outcomes. The implications here are significant: by fostering a collaborative environment, schools can enhance teachers' diagnostic skills, leading to more targeted and effective instructional strategies.

However, the slightly lower mean of 3.8971 for the perception that peer involvement leads to fairer and more effective student evaluations, combined with a higher standard deviation, points to some variability in experiences. This suggests that while many teachers see the value of peer input, others may have concerns about the consistency or objectivity of these evaluations. The implication is that there may be a need for clearer guidelines or more structured processes to ensure that peer assessments are applied consistently and equitably across different classrooms. Addressing these concerns could lead to even greater trust in the peer coaching process and more uniformly positive outcomes.

The positive impact of insights gained from peer-assisted classroom assessments on teaching strategies, with a mean of 4.0882, highlights the practical benefits of these collaborations. Teachers are evidently using feedback from their peers to refine their instructional methods, leading to more effective teaching. The implication here is that peer coaching is not only enhancing individual teacher performance but is also likely contributing to improved student outcomes. Schools could build on this by encouraging even more frequent and structured peer coaching sessions, ensuring that all teachers have regular opportunities to benefit from their colleagues' insights.

The findings highlight the importance of collaborative classroom assessment practices in peer coaching, with positive implications for teacher development and student achievement. However, the variability in some responses suggests that further refinement of these practices could enhance their effectiveness and fairness. Schools should consider providing additional support and structure to ensure that all teachers can fully benefit from

these collaborative practices, thereby maximizing the potential of peer coaching as a tool for professional development.

From the findings on staffroom consultation, lesson study and observation the study therefore concludes that the adoption of multiple peer coaching models suggests that schools in Moyale Constituency are actively seeking to enhance the quality of education through continuous professional development. By incorporating these models, schools can foster a culture of mutual support and shared learning among teachers, ultimately leading to better educational outcomes. These findings underscore the importance of providing teachers with various coaching options to suit their specific needs and preferences.

The study findings were backed up by three principals who stated that;

“In our school, we primarily use the collaborative peer coaching model. Teachers pair up to observe each other's classes and provide constructive feedback. We find that this model helps build a strong support network among teachers.”

“We have implemented the reflective peer coaching model. Teachers engage in post-lesson discussions to reflect on their practices and identify areas for improvement. This model has been effective in encouraging self-assessment and professional growth.”

“Our school uses a combination of the mentoring and reciprocal peer coaching models. Experienced teachers mentor newer ones, while teachers also pair up to observe and learn from each other. This dual approach has proven beneficial in enhancing teaching quality.”

The findings on peer observations also reflect broader trends identified in the literature. Van Nuland, et al. (2016) observe that peer observations lead to significant improvements in teaching practices by providing valuable feedback and opportunities for self-reflection. This is consistent with the beneficial effects reported in the findings, where peer observations contributed to enhanced teaching quality. Lozano (2022) similarly emphasizes that peer observation offers constructive criticism that helps educators refine their skills, reinforcing the positive impact noted in the findings.

The findings are tandem to that of Mestry, (2019) which observed that ongoing training and development is essential for equipping principals with the tools they need to lead effectively. This includes training in areas such as strategic planning, financial management, human resource management, and instructional leadership. Woulfin (2017) suggests that teacher performance strategies should be tailored to the specific needs of principals and should provide opportunities for continuous learning and growth. By doing so, these programs can help principals stay abreast of the latest educational trends and practices, enabling them to lead their schools more effectively.

4.6 Level of Implementation and Effectiveness of Peer Coaching Among Teachers

The objective sought to establish the level of implementation and effectiveness of peer coaching in public secondary schools in Moyale Constituency. Mean and standard deviation statistics were used to determine. The findings from the survey indicate that there is a high rate of participation in peer coaching in public secondary school teachers in Moyale Constituency, Marsabit County. This is shown in Table 12:

Table 12: Mean and Standard Deviation Statistics on Participation Rate

	N		Mean Ranks	Std. Deviation
	Valid	Missing		
Most teachers in my school participate in peer coaching activities.	146	0	4.3382	.7651
There is a high level of engagement in peer coaching sessions among teachers.	146	0	4.1324	.8622
Peer coaching is a common practice among teachers in my school.	146	0	4.1765	.7906
The majority of teachers actively seek opportunities for peer coaching.	146	0	4.3088	.7966

The results indicate a strong presence and active participation in peer coaching among teachers in public secondary schools. Specifically, most teachers reported participating in peer coaching activities, with a high mean of 4.3382 and a relatively low standard deviation of 0.7651, suggesting consistent engagement across the group. The level of engagement in peer coaching sessions is also high, as reflected by a mean of 4.1324 and a standard deviation of 0.8622, indicating that while engagement is generally strong, there may be some variability in how actively teachers participate. Peer coaching appears to be a common practice, with a mean of 4.1765 and a standard

deviation of 0.7906, further confirming its widespread adoption among teachers. Additionally, the majority of teachers actively seek opportunities for peer coaching, as shown by a mean of 4.3088 and a standard deviation of 0.7966, demonstrating a proactive approach to professional development through peer collaboration.

The survey results reveal a strong and active engagement in peer coaching among teachers in public secondary schools in Moyale Constituency, Marsabit County. With a mean of 4.3382 and a standard deviation of 0.7651, it is clear that peer coaching is a prevalent practice, and most teachers are involved in these activities. This high level of participation indicates a robust culture of collaboration and mutual support among teachers, which is essential for continuous professional development. The mean of 4.1324 for the level of engagement in peer coaching sessions, coupled with a standard deviation of 0.8622, suggests that while there is a high degree of engagement, there is some variability among teachers. This variability could be due to differences in individual commitment levels, experience, or personal motivation. The implication here is that although peer coaching is well-integrated, there may be opportunities to enhance consistency in engagement across all teachers. Addressing these differences could lead to a more uniform and impactful peer coaching experience for all staff members.

The fact that peer coaching is reported as a common practice, with a mean of 4.1765 and a standard deviation of 0.7906, further supports its entrenched role within the schools' professional development frameworks. This widespread adoption underscores the effectiveness of peer coaching in fostering a collaborative teaching environment. However, to maximize the benefits of this practice, schools might consider formalizing and standardizing peer coaching processes to ensure that all teachers can equally benefit from these opportunities.

The proactive approach of teachers seeking out peer coaching opportunities, reflected in a mean of 4.3088 and a standard deviation of 0.7966, highlights a strong motivation among educators to engage in professional growth. This proactive behavior suggests that teachers recognize the value of peer coaching for their own development and are willing to invest time and effort into it. Schools should leverage this enthusiasm by

providing additional support and resources to facilitate even more frequent and effective peer coaching interactions.

The results indicate that peer coaching is a highly valued and commonly practiced component of professional development among teachers in the region. The implications are significant; schools should build on the existing strong engagement by addressing any variability in participation and standardizing peer coaching practices to ensure that all teachers can benefit equally. Additionally, the proactive seeking of peer coaching opportunities by teachers should be encouraged and supported with resources and structured programs to enhance the overall effectiveness of peer coaching in improving teaching practices and student outcomes. The findings from the survey indicate that peer coaching activities are held frequently. The results are shown in Table 13.

Table 13: Mean and Standard Deviation Statistics on Frequency of Coaching

	N		Mean	Std. Deviation
	Valid	Missing		
Peer coaching sessions are held frequently in my school (e.g., weekly or monthly).	146	0	4.0882	.7867
Teachers regularly engage in peer coaching activities.	146	0	4.2059	.7031
There is a consistent schedule for peer coaching sessions in my school.	146	0	4.2206	.7500
Peer coaching occurs often enough to be effective in improving teaching practices.	146	0	4.2353	.7554

The findings reveal that peer coaching sessions are held regularly, with a mean of 4.0882 indicating that sessions occur weekly or monthly. Teachers are actively engaged in these activities, as shown by a mean of 4.2059, and there is a consistent schedule for these sessions, with a mean of 4.2206. The frequency of peer coaching is considered effective for improving teaching practices, reflected in the highest mean of 4.2353. The survey results reveal that peer coaching sessions are generally held regularly, with a mean of 4.0882 and a standard deviation of 0.7867, indicating that sessions typically occur on a weekly or monthly basis, though there is some variability in perceptions of their regularity. Teachers engage actively in these sessions, with a mean of 4.2059 and a standard deviation of 0.7031, suggesting a high level of participation that is relatively consistent among respondents. The presence of a consistent schedule for these sessions is reflected in a mean of 4.2206 and a standard deviation of 0.7500, showing that while

most teachers report a regular timetable, there is some variation in how consistently this schedule is maintained. Finally, the frequency of peer coaching sessions is viewed as effective in improving teaching practices, with a mean of 4.2353 and a standard deviation of 0.7554, indicating that teachers generally find the sessions beneficial, although there is some variability in perceptions of their impact.

The findings reveal a well-established and regularly implemented peer coaching system in the schools. With a mean of 4.0882, peer coaching sessions are reported to occur regularly, such as weekly or monthly, suggesting that this practice is a routine part of professional development. The relatively low standard deviation of 0.7867 indicates that while most teachers agree on the regularity of these sessions, there may be slight differences in their perceptions of how consistently they occur. The high mean of 4.2059 for teacher engagement in peer coaching activities reflects strong and active participation, supported by a low standard deviation of 0.7031. This suggests that engagement is generally consistent among teachers, although some variability exists in how involved different individuals feel.

The consistent scheduling of peer coaching sessions, with a mean of 4.2206 and a standard deviation of 0.7500, indicates that a regular timetable is generally in place. However, the presence of some variability in the standard deviation shows that there might be differences in how regularly this schedule is adhered to across different schools or among individual teachers. The mean of 4.2353 for the effectiveness of the frequency of peer coaching in improving teaching practices demonstrates that teachers believe the sessions were frequent enough to be beneficial. The standard deviation of 0.7554 indicates that while most teachers view these sessions as effective, there is some variability in how they perceive the impact of the session frequency on their teaching practices. The results suggest that peer coaching is a valued and integral part of professional development, with consistent participation and scheduling. However, the observed variability in perceptions highlights areas where further standardization and support might enhance the overall effectiveness of peer coaching. The findings indicate that peer coaching is effective among teachers in public secondary schools. This is shown in Table 14.

Table 14: Mean and Standard Deviation on Effectiveness of Peer Coaching

	N		Mean	Std. Deviation
	Valid	Missing		
Peer coaching has led to noticeable improvements in my teaching methods.	146	0	4.0000	.5730
The outcomes of peer coaching are evident in the improved performance of students.	146	0	3.9706	.6905
I have gained valuable skills and knowledge through peer coaching.	146	0	3.9853	.7226
Peer coaching has positively impacted my professional development.	146	0	4.0441	.6333
There is a clear improvement in classroom management as a result of peer coaching.	146	0	4.0441	.5842

The findings indicate that peer coaching is perceived as effective among teachers in public secondary schools within Moyale Constituency, Marsabit County, Kenya. The mean ranks suggest that teachers generally agree that peer coaching has led to noticeable improvements in their teaching methods with a mean rank of 4.000 and a standard deviation of 0.5730. The mean of 3.9706 and a standard deviation of 0.69045 suggest that the positive outcomes of peer coaching were reflected in enhanced student performance. Teachers reported gaining valuable skills and knowledge through peer coaching, reflected in an average score of 3.9900 with a standard deviation of 0.7230. Peer coaching was also seen as having a positive impact on professional development, with a mean of 4.0441 and a standard deviation of 0.6333, and contributing to improved classroom management, also with a mean of 4.0441 and a standard deviation of 0.5842.

The results indicated that peer coaching is perceived as highly effective among teachers in public secondary schools within Moyale Constituency, Marsabit County, Kenya. The high average scores across all evaluated areas suggested that teachers find peer coaching beneficial in enhancing their teaching methods, improving student performance, and fostering their professional development. The relatively low standard deviations imply a general consensus among the teachers on the positive impact of peer coaching, indicating that most participants share similar views on its effectiveness.

The positive reception of peer coaching suggests that it could be an integral component of teacher development programs, leading to improved teaching quality and student outcomes. The clear improvement in classroom management linked to peer coaching

indicates that these practices can contribute to a more effective and conducive learning environment. Schools and educational policymakers should consider further institutionalizing peer coaching to enhance the overall quality of education in the constituency. The findings indicate that peer coaching generally practiced among teachers in public secondary schools. This is shown in Table 15.

Table 15: Mean and Standard Deviation on Overall Practice

	N		Mean	Std. Deviation
	Valid	Missing		
Peer coaching is an integral part of the professional development program in my school.	146	0	4.0147	.6577
There is strong support from school leadership for peer coaching activities.	146	0	4.1618	.7453
Teachers are encouraged to participate in peer coaching by their peers and administrators.	146	0	4.1324	.6670
The practice of peer coaching is well-established and valued in my school.	146	0	4.1176	.6115

The results indicated that peer coaching is a significant component of professional development in the schools, with a mean of 4.0147 and a standard deviation of 0.6577, reflecting a strong integration into the development program. There is substantial support from school leadership for peer coaching activities, as shown by a mean of 4.1618 and a standard deviation of 0.7453, suggesting leadership's commitment and endorsement. Teachers are also encouraged to engage in peer coaching by both peers and administrators, evidenced by a mean of 4.1324 and a standard deviation of 0.6670, indicating a supportive environment for participation. Additionally, the practice of peer coaching is well-established and valued within the schools, with a mean of 4.1176 and a standard deviation of 0.6116, demonstrating that peer coaching is highly regarded and consistently implemented.

The findings highlight the strong presence and support for peer coaching within the schools. With a mean of 4.0147 and a standard deviation of 0.6577, peer coaching is clearly integrated into the professional development programs, suggesting it is a core component of teacher growth and training. The high mean of 4.1618 and a standard deviation of 0.7453 for support from school leadership indicates that administrators are actively backing peer coaching initiatives, providing essential resources and encouragement.

Teachers are also especially encouraged to participate in peer coaching by both their peers and administrators, with a mean of 4.1324 and a standard deviation of 0.6670. This suggests a collaborative and supportive environment that fosters active involvement in peer coaching activities. The mean of 4.1176 and a standard deviation of 0.6116 for the value placed on peer coaching indicated that it is not only well-established but also highly regarded within the schools. This overall positive perception features the importance of peer coaching as a valued practice and its successful integration into the professional culture of the schools.

The survey results from Moyale Constituency indicate high participation and effectiveness in peer coaching among teachers, with strong support from school leadership and consistent scheduling of sessions. These findings show that most teachers are actively engaged in peer coaching activities, highlighting its significant role in professional development. The findings are consistent with global trends in peer coaching, showing strong participation and positive impacts similar to those in well-resourced regions. The challenges related to variability in implementation and resource constraints are comparable to those faced in other developing contexts, indicating the need for ongoing support and standardization to maximize the benefits of peer coaching.

Overall the study established that that the level of implementation of peer coaching in public secondary schools in Moyale Constituency is generally high, with results from the respondents reporting widespread participation among teachers. The high level of implementation suggests that peer coaching has become an integral part of professional development in these schools. This suggests that peer coaching is not only widely accepted but also positively impacts educational practices. The widespread implementation and effectiveness of peer coaching highlight its potential as a key strategy for improving teaching quality in Moyale Constituency. Schools should continue to invest in peer coaching programs, ensuring that all teachers have access to these opportunities for professional growth. Additionally, the positive outcomes observed suggest that peer coaching could be expanded to include more structured training and support to maximize its benefits.

These findings were echoed by the responses from three principals in the interviews who stated that;

“Peer coaching is well-implemented in our school, with regular sessions held each month. We have noticed improved teaching methods and increased teacher confidence as a result. The effectiveness is evident in the positive feedback from teachers and improved student performance.”

“Implementation has been gradual but steady. We conduct peer coaching sessions quarterly, and while there are some challenges, the overall effectiveness is noticeable. Teachers report that the coaching helps them address classroom challenges and refine their teaching strategies.”

“The peer coaching program is implemented consistently, with bi-weekly meetings and observations. We track the progress through feedback forms and performance evaluations. The effectiveness is clear, with marked improvements in teaching practices and student engagement.”

The findings concur with the study by (Osei, 2017) where he opined that peer coaching is becoming more prevalent with positive impacts noted in countries like South Africa and Ghana. Despite challenges such as limited resources and varying participation rates, the benefits of peer coaching are evident. The effectiveness of peer coaching in Moyale aligns with the positive outcomes observed in other African regions, where it has been shown to enhance teacher motivation and instructional practices (Mwangi & Njue, 2020).

4.7 Peer Coaching and Teacher Performance Management

The objective sought to establish the relationship between peer coaching and teacher performance in public secondary schools in Moyale Constituency. Chi Square statistics were used to determine the relationship between peer coaching and teacher performance management in public secondary schools. This result demonstrates that there is a statistically significant relationship between peer coaching and performance management in public secondary schools. The result is presented in Table 16.

Table 16: Chi-Square Statistics on Peer Coaching and Teacher Performance Management

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	106.819 ^a	4	.000
Likelihood Ratio	54.120	4	.000
Linear-by-Linear Association	35.351	1	.000
N of Valid Cases	127		

The Chi-Square Tests indicated a Pearson Chi-Square value of 106.819 with 4 degrees of freedom and a p-value of 0.000, demonstrating a statistically significant relationship between peer coaching and teacher performance management.

Based on the Chi-Square Test results, the null hypothesis that there is no statistically significant relationship between peer coaching and teacher performance management in public secondary schools in Moyale Constituency, Marsabit County, Kenya was rejected. The Pearson Chi-Square value of 106.819 with a p-value of 0.000 indicates a statistically significant relationship between peer coaching and teacher performance management. This result demonstrates that there is a meaningful association between these variables, suggesting that peer coaching impacts teacher performance management in the schools studied. Despite the potential issues with the expected counts in some cells, the significance level strongly supports the rejection of the null hypothesis.

The results from Moyale Constituency indicate a statistically significant relationship between peer coaching and teacher performance management. This suggests a strong association between peer coaching activities and improvements in performance management among teachers in public secondary schools. The finding agrees with similar studies globally. For instance, In North America, research by Knight (2019) underscores the positive impact of peer coaching on classroom management. Knight's study highlights that peer coaching helps teachers refine their behavior management strategies and establish effective learning environments, aligning with Moyale's findings that peer coaching significantly influences performance management.

In Europe, peer coaching initiatives have been linked to enhanced student engagement. O'Donnell et al. (2020) found that peer coaching fosters interactive teaching strategies and promotes student-centered learning, which mirrors the benefits observed in Moyale. Goker (2021) further supports this by demonstrating that peer coaching improves instructional strategies and classroom management, similar to the positive effects reported in Moyale.

In Asia, research by Tanaka (2018) shows that peer coaching supports the integration of innovative pedagogical approaches, improving instructional quality. This is consistent with Moyale's results, where peer coaching impacts instructional practices and management.

In Africa, peer coaching has been studied in various educational contexts, highlighting its positive impact on teaching practices and student outcomes. For instance, a study by Adu and Okeke (2019) in South Africa revealed that peer coaching significantly improved teachers' pedagogical skills and classroom management, leading to higher student engagement and better academic performance. The study emphasized the role of peer coaching in promoting collaborative learning among teachers, as well as its contribution to fostering a culture of continuous professional development. These findings resonate with the results from Moyale, where peer coaching has similarly enhanced teaching practices and professional growth.

In Kenya, research by Otieno and Wambua (2020) in public secondary schools in Nairobi demonstrated that peer coaching positively influenced teachers' instructional strategies and helped them adapt to curriculum changes. The study found that through peer coaching, teachers were better able to integrate learner-centered approaches into their classrooms, improving student participation and performance. This research agrees with the findings from Moyale, where peer coaching has been shown to significantly impact both instructional quality and performance management. From the foregoing, peer coaching has proven to be an effective tool for fostering teacher development, enhancing accountability, and improving overall educational outcomes.

In general the findings indicated that there is a significant relationship between peer coaching and teacher performance management in public secondary schools in Moyale Constituency. Principals reported that peer coaching has positively influenced performance management by enhancing teaching practices, increasing teacher accountability, and promoting continuous professional development. The significant relationship between peer coaching and teacher performance management indicates that peer coaching plays a crucial role in improving educational outcomes. By integrating peer coaching into performance management systems, schools can ensure that teachers receive ongoing support and feedback, leading to better teaching practices and improved student learning experiences.

Given the strong relationship between peer coaching and performance management, it is essential for schools to formalize and institutionalize peer coaching as a core component of their performance management strategies. By doing so, schools can create a more supportive and effective environment for teachers, ultimately leading to higher educational standards and better student outcomes. These findings also suggest the need for continuous monitoring and evaluation of peer coaching practices to ensure they remain aligned with performance management goals.

The findings were backed up by two principals who responded to the interviews by stating that:

“There is a strong correlation between peer coaching and improved teacher performance in our school. Teachers who engage in regular peer coaching show enhanced teaching skills and better classroom management, which is reflected in their performance evaluations.”

“Peer coaching has a significant impact on teacher performance management. We’ve observed that teachers who participate in peer coaching programs demonstrate better instructional techniques and a higher level of professionalism in their evaluations. Our data shows a positive relationship between peer coaching and teacher performance. Teachers involved in peer coaching tend to have higher performance ratings and demonstrate greater commitment to professional development, which is evident in their performance reviews.”

Hattie and Timperley (2017) demonstrated the positive effects of feedback, including peer coaching, on teacher effectiveness. Their findings align with the Moyale results, emphasizing that peer coaching, as a form of feedback, supports professional growth and instructional improvement. Knight (2018) also highlights that peer coaching aligns well with performance management goals, providing ongoing support and accountability. This supports the Moyale findings, indicating that peer coaching contributes to enhanced performance management in resource-constrained settings.

4.8 Challenges Teachers Encounter When Practicing Peer Coaching

The objective sought to establish the challenges teachers encounter when practicing peer coaching in public primary schools in Moyale Constituency. Mean and standard deviation statistics were used to determine the challenges teachers encounter when practicing peer coaching in public secondary schools in Moyale Constituency This is shown in Table 17.

Table 17: Accessibility of Information

	N		Mean	Std. Deviation
	Valid	Missing		
I find it difficult to access relevant information needed for effective peer coaching.	146	0	4.2500	.6992
There is a lack of readily available resources to support peer coaching activities.	146	0	4.1765	.7715
The information required for peer coaching is not easily accessible in my school.	146	0	4.2794	.7500
It is challenging to obtain timely information for peer coaching sessions.	146	0	4.1765	.8454

The findings reveal that accessing relevant information for effective peer coaching is a significant challenge for teachers in Moyale Constituency, Marsabit County. The statement "I find it difficult to access relevant information needed for effective peer coaching" received a high mean of 4.2500 with a standard deviation of 0.6992, indicating a strong consensus on this difficulty. Similarly, the lack of readily available resources to support peer coaching activities is reflected in a mean of 4.1765 and a standard deviation of 0.7715, suggesting that resource availability is a common concern. The statement "The information required for peer coaching is not easily accessible in my school" garnered the highest mean of 4.2794 with a standard deviation of 0.7500, further emphasizing the widespread difficulty in obtaining necessary

information. Additionally, the challenge of obtaining timely information for peer coaching sessions is underscored by a mean of 4.1765 and a standard deviation of 0.8454, highlighting that timeliness is also a significant issue. The findings indicate significant challenges in accessing information and resources necessary for effective peer coaching in the schools. The high mean of 4.2500 (with a standard deviation of 0.6992) suggests that a large majority of teachers find it difficult to access relevant information needed for peer coaching. This difficulty is compounded by the lack of readily available resources, as indicated by a mean of 4.1765 and a standard deviation of 0.7715. Furthermore, the highest mean of 4.2794 (with a standard deviation of 0.7500) for the statement regarding the inaccessibility of necessary information within the schools suggests that this issue is pervasive and affects the overall effectiveness of peer coaching programs.

The implication of these findings is that despite the recognized value of peer coaching, its effectiveness is being hampered by logistical challenges related to information and resource accessibility. Schools may need to invest in better infrastructure, such as centralized resource centers, digital platforms, or dedicated staff support, to ensure that teachers can easily access the materials and information required for successful peer coaching. Additionally, the challenge of obtaining timely information, as reflected by a mean of 4.1765 and a standard deviation of 0.8454, suggests that delays in accessing necessary information could undermine the momentum and impact of peer coaching activities. Addressing these barriers is crucial for enhancing the overall effectiveness of peer coaching as a tool for professional development and improving teaching practices. On the challenges teachers encounter during peer coaching practices, the result is illustrated in Table 18.

Table 18: Statistics on Resource Constraint

	N		Mean	Std. Deviation
	Valid	Missing		
The cost of materials and resources for peer coaching is a significant barrier.	146	0	4.1176	0.7828
Financial constraints limit the effectiveness of peer coaching in my school.	146	0	4.0882	0.8593
Peer coaching activities are often too expensive to implement regularly.	146	0	4.1618	0.7651
The cost associated with peer coaching is a major challenge.	146	0	4.0735	0.7977

The results indicate that financial constraints are a significant barrier to effective peer coaching in the schools. The statement "The cost of materials and resources for peer coaching is a significant barrier" has a mean of 4.1176 and a standard deviation of 0.7828, suggesting that many teachers perceive the cost as a considerable challenge. Similarly, the statement "Financial constraints limit the effectiveness of peer coaching in my school" received a mean of 4.0882 with a standard deviation of 0.8593, reflecting widespread concern about the impact of limited financial resources. The notion that peers coaching activities are often too expensive to implement regularly is supported by a mean of 4.1618 and a standard deviation of 0.7651, indicating a strong agreement among teachers on this point. Lastly, the cost associated with peer coaching is also seen as a major challenge, with a mean of 4.0735 and a standard deviation of 0.7977, further emphasizing the financial difficulties faced in sustaining these activities.

The findings underscore that financial constraints are a significant obstacle to the effective implementation of peer coaching in public secondary schools. With mean ranks consistently above 4.0000 for all related statements, it is evident that teachers perceive the cost of materials, resources, and overall peer coaching activities as major challenges. Specifically, the cost of materials and resources was highlighted with a mean of 4.1176 and a standard deviation of 0.7828, suggesting a broad consensus that financial barriers hinder the availability and quality of resources necessary for peer coaching.

The perception that financial constraints limit the effectiveness of peer coaching, as reflected by a mean of 4.0882 and a standard deviation of 0.8593, indicates that the impact of these financial limitations is felt across the board, affecting the overall success of peer coaching initiatives. The notion that peer coaching activities are too expensive to implement regularly, supported by a mean of 4.1618 and a standard deviation of 0.7651, suggests that the frequency and consistency of these activities are directly influenced by available funding. Lastly, with a mean of 4.0735 and a standard deviation of 0.7977 regarding the cost as a major challenge, the findings indicate that financial issues are a persistent concern.

The implications of these findings are significant for school administrators and policymakers. If peer coaching is to be a viable and effective method for professional development, there must be an effort to address these financial barriers. Schools may need to seek additional funding, reallocate existing resources, or explore cost-effective alternatives to ensure that peer coaching can be sustained and regularly implemented. Additionally, the perception that financial constraints are limiting peer coaching effectiveness may discourage teachers from fully engaging in these activities, further diminishing their impact. To maximize the potential of peer coaching, it is essential to mitigate these financial challenges and ensure that adequate resources are allocated to support this important aspect of teacher development

Table 19: Information Overload

	N		Mean	Std. Deviation
	Valid	Missing		
I often feel overwhelmed by the amount of information available for peer coaching.	146	0	4.3088	.7776
Managing the large volume of information for peer coaching is difficult.	146	0	3.7794	.9279
There is too much information to process effectively during peer coaching sessions.	146	0	4.0147	.7821
Information overload hinders the effectiveness of peer coaching in my school.	146	0	4.1324	.9127

The findings indicate that teachers often feel overwhelmed by the amount of information available for peer coaching, as reflected by a high mean of 4.3088 and a standard deviation of 0.7776. Managing this large volume of information is also challenging, with a mean of 3.7794 and a standard deviation of 0.9279. The perception that there is too much information to process during peer coaching sessions is supported by a mean of 4.0147 and a standard deviation of 0.7821. Additionally, the belief that information overload hinders the effectiveness of peer coaching is evident, with a mean of 4.1324 and a standard deviation of 0.9127.

The findings suggest that while teachers recognize the value of information for peer coaching, the sheer volume of it creates significant challenges. With a high mean of 4.3088, it is clear that teachers often feel overwhelmed by the information available, which can lead to difficulties in processing and applying it effectively during peer coaching sessions. The standard deviation of 0.7776 indicates some variation in this

perception, but it is generally a widespread issue. The difficulty in managing this information is further highlighted by a lower mean of 3.7794, with a standard deviation of 0.9279, pointing to varied experiences among teachers in handling information during peer coaching.

In conclusion the study revealed that there are several challenges that teachers encounter during peer coaching practices, including time constraints, resistance to feedback, varying levels of commitment, and a lack of training in coaching techniques. These challenges can hinder the effectiveness of peer coaching programs and limit their impact on teacher performance. The challenges reported by principals indicate that while peer coaching is beneficial, there are obstacles that need to be addressed to maximize its effectiveness. Time constraints and conflicting schedules are particularly significant barriers, as they limit the opportunities for regular coaching sessions. Resistance to feedback and varying commitment levels also suggest that more support and training are needed to help teachers fully engage in the coaching process.

Addressing these challenges is crucial for the success of peer coaching programs in Moyale Constituency. Schools should consider implementing strategies to overcome time constraints, such as integrating peer coaching into the regular school schedule. Additionally, providing training for teachers on giving and receiving feedback could enhance the overall effectiveness of the coaching process. By addressing these challenges, schools can ensure that peer coaching becomes a more effective tool for improving teacher performance and student outcomes. The findings were in tandem with the responses from the interviews by three principals who stated that;

“One major challenge is the lack of time. Teachers often struggle to find time for peer coaching sessions amidst their teaching responsibilities. Additionally, there are occasional mismatches in coaching pairs, which can affect the quality of feedback.”

“Teachers face challenges with consistency in peer coaching due to varying levels of commitment. Some teachers are reluctant to participate fully or are hesitant to give constructive feedback, which can undermine the effectiveness of the program.”

“There is a challenge with limited resources for organizing peer coaching activities. Also, some teachers feel uncomfortable receiving feedback from their peers, which can create tension and affect the overall success of the coaching program.”

Comparing these findings with similar studies, it is evident that time constraints and insufficient resources are commonly cited challenges in peer coaching, particularly in under-resourced areas (Brock & Huber, 2019; Wanjohi, 2020). Financial barriers also align with previous research that highlights the difficulty of securing funding for peer coaching programs (Patrick, 2023; Goddard, 2020). Furthermore, the issue of information overload is consistent with other studies, which emphasize the need for structured and focused coaching sessions to manage the volume of information effectively (Opfer & Pedder, 2017).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study specifically sought to find out the various models of peer coaching; determine the level of implementation and effectiveness of peer coaching; evaluate the relationship between peer coaching and teacher performance management; determine the challenges that teachers encounter during peer coaching practices in public secondary schools in Moyale Constituency, Marsabit County, Kenya. The target population comprised 16 principals, 81 HODs and 194 teachers. Out of the 153 questionnaires, 146 were returned. Data was equally collected from the 16 principals. Descriptive and inferential statistics were used to analyse quantitative data depending on the objectives of the study. Qualitative data gathered was analysed thematically.

The study identified various models of peer coaching employed in public secondary schools in Moyale Constituency, Marsabit County, Kenya. Peer observations are frequently conducted indicating its significance in providing teachers with constructive feedback and insights into their instructional techniques. These observations foster a reflective practice, where teachers can analyze their teaching methods and identify areas for improvement, thus enhancing their pedagogical skills. Lesson study sessions are regularly organized, emphasizing their role in refining teaching practices. Collaborative classroom assessment practices are also in place. These findings suggest that schools utilize a range of peer coaching models to enhance teaching effectiveness and professional growth.

Peer coaching is widely practiced among teachers in Moyale Constituency. Most teachers actively participate in peer coaching activities, indicating high engagement levels. Peer coaching is integrated into the professional environment, and teachers are encouraged to seek opportunities for peer coaching. These results demonstrate that peer coaching is a well-established practice with significant involvement from educators.

The relationship between peer coaching and teacher performance management is positive and significant. Teachers report that peer coaching has led to noticeable improvements in their teaching methods. This positive impact extends to student

performance. Peer coaching is also perceived as beneficial for professional development. The Chi-Square Tests further support these findings, with significant results, Pearson Chi-Square ($p = 0.000$) confirming a statistically significant relationship between peer coaching and improved teacher performance management. The null hypothesis—that there is no statistically significant relationship between peer coaching and teacher performance management—should be rejected. The significant Chi-Square values indicate a clear association between peer coaching practices and improvements in teaching and management, underscoring the importance of peer coaching in enhancing educational outcomes.

Teachers face notable challenges in peer coaching practices. Difficulty in accessing relevant information is significant. A lack of readily available resources and financial constraints for material costs are major barriers. These challenges hinder the effective implementation of peer coaching and highlight areas where additional support is needed.

5.2 Conclusion

Based on the first objective, the study findings reveals that various models of peer coaching are employed in the public secondary schools in Moyale Constituency. The study concluded that peer observations are prevalent and essential to professional development. Collaborative classroom assessment practices further illustrate the diverse methods used to enhance teaching quality and effectiveness.

The second objective sought to determine the level of implementation and effectiveness of peer coaching in public secondary schools in Moyale. Information obtained confirmed that the level of implementation of peer coaching practice is substantial. Teachers reported high engagement in peer coaching activities. The study therefore concluded that peer coaching is deeply embedded in the educational culture of the region, with widespread participation and support.

On the third objective, the study established that there is a statistically significant relationship between peer coaching and teacher performance management. Results show that peer coaching positively impacts teaching methods and student performance. The significance of the findings Chi-Square Tests confirm this relationship indicating

that peer coaching practices contribute effectively to improving teacher performance management.

The fourth objective sought to determine the challenges teachers encounter during peer coaching practices. The study revealed that the challenges related to peer coaching include difficulties in accessing relevant information and financial constraints. The study therefore concluded that these challenges impact the efficiency and effectiveness of peer coaching programs, suggesting a need for improved support and resources.

5.3 Recommendations

From the findings of this study, the following have been recommended:

- i. School principals should propose diverse peer coaching models to enhance teaching excellence and professional growth.
- ii. The Quality Assurance and Standards Officers should propose guidelines on effective implementation of peer coaching applicable to secondary schools.
- iii. The Ministry of Education to institute training for peer coaching among secondary school teachers.
- iv. The school principals should provide the requisite leadership and mentorship to address peer coaching challenges.

5.4 Suggestion for Future Studies

The study suggests the following areas for further research:

- i. Explore the specific mechanisms through which different peer coaching models impact teacher performance and student outcomes.
- ii. Compare peer coaching practices and their effectiveness across various regions or educational contexts beyond Moyale Constituency.
- iii. Investigate the long-term effects of sustained peer coaching on teacher retention, job satisfaction, and overall school performance in public secondary schools

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APPENDICES

Appendix I: Letter of Introduction

CHUKA UNIVERSITY
P.O BOX 109-60400
CHUKA, KENYA.

Dear Respondent,

RE: INTERVIEW AND QUESTIONNAIRE SCHEDULE FOR DATA COLLECTION.

I'm a master's student at Chuka University researching on "**Role of Peer Coaching in Enhancing Teacher Performance Management in Public Secondary Schools in Moyale Constituency, Marsabit County, Kenya.**" Kindly take your valuable time and assist me with the relevant information. The information given will be strictly used for research and academic purpose.

Yours sincerely,

.....

Abdi Ali Abdi
(Researcher)

Appendix II: Questionnaire for HODs and Teachers

This research aims to determine the role of peer coaching in enhancing teacher performance in public Secondary schools in Moyale Constituency, Marsabit County. The questionnaire aims at collecting data for academic reasons only. Kindly answer all the questions honestly by ticking against the appropriate response.

Section A: Demographic data

1. What is your gender? Male Female
2. What is your age bracket? Below 30 years 31 – 50 years 51 and above
3. What is your length of service as a teacher? Below 1 year 1 – 20 years Over 20 years
4. What is the level of your academic qualification? Diploma Degree Masters PHD

Section B: Various models of peer coaching

Please indicate your level of agreement with each statement by selecting the appropriate response on the 5-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree).

Staffroom Consultation

Statement	1	2	3	4	5
Teachers in my school frequently discuss teaching strategies during staffroom consultations.					
Staffroom consultations are effective for addressing classroom challenges.					
I have gained new insights and methods for teaching through staffroom consultations with my colleagues.					
Staffroom consultations are a regular part of our professional development activities.					

Lesson Study

Statement	1	2	3	4	5
Lesson study sessions are regularly organized in my school.					
Participating in lesson study has helped me refine my lesson planning and teaching techniques.					
Lesson study promotes collaborative planning and critical reflection among teachers.					
The lesson study model has positively impacted student learning outcomes in my school.					

Observation

Statement	1	2	3	4	5
Peer observations are a routine practice in my school.					

Observing my peers' teaching methods has provided me with valuable insights.					
The feedback I receive from peer observations is constructive and helps improve my teaching practice.					
Peer observation sessions have led to significant improvements in my classroom management skills.					

Classroom Assessment

Statement	1	2	3	4	5
Collaborative classroom assessment practices are part of peer coaching in my school.					
Working with peers on classroom assessments has enhanced my understanding of student performance.					
Peer involvement in classroom assessments has led to fairer and more effective student evaluations.					
Insights from peer-assisted classroom assessments have improved my teaching strategies.					

Section C: Level of Implementation and Effectiveness of Peer Coaching

Please indicate your level of agreement with each statement by selecting the appropriate response on the 5-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree).

Participation Rates

Statement	1	2	3	4	5
Most teachers in my school participate in peer coaching activities.					
There is a high level of engagement in peer coaching sessions among teachers.					
Peer coaching is a common practice among teachers in my school.					
The majority of teachers actively seek opportunities for peer coaching.					

Frequency of Coaching

Statement	1	2	3	4	5
Peer coaching sessions are held frequently in my school (e.g., weekly or monthly).					
Teachers regularly engage in peer coaching activities.					
There is a consistent schedule for peer coaching sessions in my school.					
Peer coaching occurs often enough to be effective in improving teaching practices.					

Effectiveness of Peer Coaching

Statement	1	2	3	4	5
Peer coaching has led to noticeable improvements in my teaching methods.					
The outcomes of peer coaching are evident in the improved performance of students.					

I have gained valuable skills and knowledge through peer coaching.					
Peer coaching has positively impacted my professional development.					
There is a clear improvement in classroom management as a result of peer coaching.					

Overall Practice

Statement	1	2	3	4	5
Peer coaching is an integral part of the professional development program in my school.					
There is strong support from school leadership for peer coaching activities.					
Teachers are encouraged to participate in peer coaching by their peers and administrators.					
The practice of peer coaching is well-established and valued in my school.					

Section D: Peer coaching

Please indicate your level of agreement with each statement by selecting the appropriate response on the 5-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree).

Statement	1	2	3	4	5
I frequently participate in peer coaching sessions.					
Peer coaching sessions are a regular part of my professional activities.					
I rarely miss an opportunity to engage in peer coaching.					
Peer coaching sessions in my school are well-organized and productive.					
The feedback I receive during peer coaching is constructive and useful.					
I feel motivated to improve my teaching practices through peer coaching.					
My teaching methods have improved as a result of peer coaching.					
Peer coaching has helped me develop new instructional strategies.					
I have noticed a positive change in my classroom management due to peer					

Section E: Teacher Performance Management

Please indicate your level of agreement with each statement by selecting the appropriate response on the 5-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree).

Statement	1	2	3	4	5
The teacher performance management process in my school is effective.					
Performance evaluations in my school provide useful feedback for improvement.					
The goals set during performance evaluations are realistic and achievable.					

I receive adequate support from school leadership to meet performance goals.					
The professional development opportunities offered align with my performance management goals.					
My professional growth is regularly assessed and supported through performance management.					
The performance management process has positively impacted my teaching practice.					
My teaching has improved as a result of the feedback received during performance evaluations.					
Student outcomes have improved due to the changes I have made from performance management feedback.					

Section F: Challenges Teachers Encounter during Practices of Peer coaching

Please indicate your level of agreement with each statement by selecting the appropriate response on the 5-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree).

Accessibility of Information

Statement	1	2	3	4	5
I find it difficult to access relevant information needed for effective peer coaching.					
There is a lack of readily available resources to support peer coaching activities.					
The information required for peer coaching is not easily accessible in my school.					
It is challenging to obtain timely information for peer coaching sessions.					

Cost

Statement	1	2	3	4	5
The cost of materials and resources for peer coaching is a significant barrier.					
Financial constraints limit the effectiveness of peer coaching in my school.					
Peer coaching activities are often too expensive to implement regularly.					
The cost associated with peer coaching is a major challenge.					

Information Overload

Statement	1	2	3	4	5
I often feel overwhelmed by the amount of information available for peer coaching.					
Managing the large volume of information for peer coaching is difficult.					
There is too much information to process effectively during peer coaching sessions.					
Information overload hinders the effectiveness of peer coaching in my school.					

Thank you

Appendix III: Interview Schedules for the Principals

1. As a principal, what peer coaching models are implemented in your school, and how do you evaluate their effectiveness in improving teaching practices?

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2. How would you assess the extent to which peer coaching has been implemented among your teaching staff, and what outcomes have you observed in terms of its effectiveness?

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3. In your experience, how has peer coaching influenced teacher performance management in your school, and what specific improvements have you noticed?

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4. What challenges have you observed teachers facing during peer coaching sessions, and how do you think these challenges impact the overall success of the program?

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Appendix IV: Interview Transcription for the Principals

Question: *As a principal, what peer coaching models are implemented in your school, and how do you evaluate their effectiveness in improving teaching practices?*

Transcription:

1. **Principal 1:** “We use a collaborative peer coaching model where teachers observe each other’s lessons and provide feedback. This model has enhanced mutual learning and improved classroom delivery.”
2. **Principal 2:** “Our school has adopted a team-teaching approach. Teachers co-plan and co-teach lessons, which has greatly improved lesson preparation and student engagement.”
3. **Principal 3:** “We primarily use reflective peer coaching. Teachers meet regularly to discuss their teaching experiences and challenges, leading to improved problem-solving and innovation.”
4. **Principal 4:** “We practice a peer mentoring model, where experienced teachers mentor new teachers. This has been effective in helping new teachers adjust quickly and improve their teaching methods.”
5. **Principal 5:** “The coaching model we use involves peer observation followed by feedback sessions. This model has promoted a culture of continuous improvement among our teachers.”
6. **Principal 6:** “We’ve implemented a subject-specific peer coaching model where teachers from the same subject area coach each other. This has led to better content delivery and student performance.”
7. **Principal 7:** “Our school uses a rotational peer coaching model, where every term, teachers are paired with different colleagues to observe and coach each other. This has broadened teaching perspectives.”
8. **Principal 8:** “We focus on peer coaching through professional learning communities (PLCs), where teachers regularly meet to discuss teaching strategies and student outcomes.”
9. **Principal 9:** “We’ve adopted a feedback-focused peer coaching model, which involves detailed post-lesson feedback. This model has been crucial in refining our teaching practices.”
10. **Principal 10:** “We use a goal-setting peer coaching model where teachers set specific teaching goals and work with a peer coach to achieve them. This approach has led to significant improvements in teaching effectiveness.”
11. **Principal 11:** “Our model involves pairing teachers for mutual observation and feedback. This has fostered a supportive environment and encouraged professional growth.”
12. **Principal 12:** “We have a cross-departmental peer coaching system, where teachers from different subjects coach each other. This has encouraged interdisciplinary teaching approaches.”
13. **Principal 13:** “In our school, we use an action research peer coaching model, where teachers conduct small-scale research on their teaching methods and discuss findings with peers.”
14. **Principal 14:** “We’ve implemented a peer coaching model based on video recordings, where teachers record their lessons and review them with peers. This has been very effective in self-assessment and improvement.”

15. **Principal 15:** “We use a structured peer coaching model with set guidelines and timelines. This has ensured that the coaching process is systematic and yields tangible results.”
16. **Principal 16:** “Our school follows a mixed-model approach, combining observation, feedback, and mentoring. This comprehensive approach has led to significant improvements in teaching quality.”

Question: *How would you assess the extent to which peer coaching has been implemented among your teaching staff, and what outcomes have you observed in terms of its effectiveness?*

Transcription:

1. **Principal 1:** “Peer coaching is well-implemented in our school, with nearly all teachers participating. We’ve seen noticeable improvements in classroom management and lesson delivery.”
2. **Principal 2:** “The implementation level is moderate, with most teachers participating. The coaching has led to better lesson planning and increased student engagement.”
3. **Principal 3:** “Peer coaching is fully integrated into our professional development programs. It has effectively enhanced collaboration and sharing of best practices among teachers.”
4. **Principal 4:** “While peer coaching is widely implemented, its effectiveness varies. However, we’ve seen improvements in teacher confidence and innovation in teaching methods.”
5. **Principal 5:** “Peer coaching is still in its early stages, but it’s gaining momentum. The teachers who have participated report improvements in their instructional strategies.”
6. **Principal 6:** “The implementation is high, and we’ve observed significant improvements in teaching quality and student outcomes as a result.”
7. **Principal 7:** “Peer coaching is well-established, with structured schedules and follow-ups. It has led to more reflective teaching practices and better student performance.”
8. **Principal 8:** “The implementation is moderate, with about 70% participation. The effectiveness is evident in the enhanced teacher collaboration and more consistent teaching quality.”
9. **Principal 9:** “We’ve achieved full implementation, and peer coaching has been highly effective in promoting professional growth and improving teaching outcomes.”
10. **Principal 10:** “The level of implementation is high, and the effectiveness is clear in the improved lesson delivery and increased teacher confidence.”
11. **Principal 11:** “Implementation is widespread, and we’ve seen positive outcomes such as improved classroom management and more innovative teaching practices.”
12. **Principal 12:** “The implementation is comprehensive, and the effectiveness is reflected in the better alignment of teaching methods with student needs.”

13. **Principal 13:** “Peer coaching is actively practiced, with regular sessions. The effectiveness is seen in the improved collaboration and sharing of resources among teachers.”
14. **Principal 14:** “The implementation level is high, and its effectiveness is evident in the enhanced quality of lesson planning and delivery.”
15. **Principal 15:** “Peer coaching is fully implemented, and we’ve observed significant improvements in both teacher morale and student outcomes.”
16. **Principal 16:** “Implementation is nearly universal, and the effectiveness of peer coaching is reflected in the increased use of innovative teaching methods and improved student performance.”

Question: *In your experience, how has peer coaching influenced teacher performance management in your school, and what specific improvements have you noticed?*

Transcription:

1. **Principal 1:** “Peer coaching has positively impacted teacher performance management by fostering continuous professional development. We’ve seen improvements in lesson planning and student engagement.”
2. **Principal 2:** “The influence of peer coaching on performance management is significant. Teachers are more accountable and reflective, leading to better classroom outcomes.”
3. **Principal 3:** “Peer coaching has strengthened our performance management system by encouraging regular feedback and self-assessment. This has led to improved teaching practices.”
4. **Principal 4:** “The impact of peer coaching is evident in the enhanced teacher collaboration and the consistent application of best practices, which has improved overall performance.”
5. **Principal 5:** “Peer coaching has made performance management more dynamic and responsive. Teachers are more open to feedback and proactive in addressing performance issues.”
6. **Principal 6:** “The relationship between peer coaching and performance management is strong, with coaching sessions leading to clear improvements in teaching quality.”
7. **Principal 7:** “Peer coaching has positively influenced teacher performance management by creating a supportive environment for professional growth, resulting in better teaching outcomes.”
8. **Principal 8:** “The impact of peer coaching on performance management is significant, with noticeable improvements in teacher accountability and the quality of instruction.”
9. **Principal 9:** “Peer coaching has enhanced performance management by promoting a culture of continuous improvement. This has led to better teaching practices and student outcomes.”
10. **Principal 10:** “The influence of peer coaching on performance management is evident in the more effective use of teaching strategies and improved classroom management.”

11. **Principal 11:** “Peer coaching has had a positive impact on performance management, leading to more consistent and effective teaching practices across the school.”
12. **Principal 12:** “The relationship between peer coaching and performance management is clear, with coaching sessions leading to tangible improvements in teacher performance.”
13. **Principal 13:** “Peer coaching has strengthened our performance management processes by encouraging regular reflection and feedback, resulting in improved teaching quality.”
14. **Principal 14:** “The influence of peer coaching on performance management is significant, with clear improvements in teacher engagement and instructional effectiveness.”
15. **Principal 15:** “Peer coaching has positively impacted performance management by fostering a collaborative approach to professional development, leading to better teaching outcomes.”
16. **Principal 16:** “The relationship between peer coaching and performance management is strong, with coaching sessions driving significant improvements in both teaching practices and student outcomes.”

Question: *What challenges have you observed teachers facing during peer coaching sessions, and how do you think these challenges impact the overall success of the program?*

Transcription:

1. **Principal 1:** “One of the main challenges is the lack of time for peer coaching sessions, which can limit the effectiveness of the program.”
2. **Principal 2:** “Teachers often face challenges related to conflicting schedules, making it difficult to find time for regular peer coaching.”
3. **Principal 3:** “Resistance to feedback is a challenge, as some teachers are hesitant to accept constructive criticism from their peers.”
4. **Principal 4:** “A challenge we’ve observed is the varying levels of commitment among teachers, which can impact the consistency of coaching sessions.”
5. **Principal 5:** “Some teachers feel uncomfortable being observed by their peers, which can hinder the effectiveness of the coaching process.”
6. **Principal 6:** “The challenge of maintaining confidentiality during peer coaching sessions can affect the level of trust among teachers.”
7. **Principal 7:** “Limited resources and support for peer coaching can be a challenge, making it difficult to sustain the program effectively.”
8. **Principal 8:** “Teachers often face challenges related to balancing peer coaching with their regular teaching duties, which can affect their participation.”
9. **Principal 9:** “One of the challenges is the lack of training in peer coaching techniques, which can limit the effectiveness of the sessions.”
10. **Principal 10:** “Some teachers struggle with giving and receiving feedback, which can impact the overall success of the coaching program.”
11. **Principal 11:** “A challenge we’ve encountered is the lack of administrative support for peer coaching, which can affect the program’s sustainability.”

12. **Principal 12:** “Teachers sometimes face challenges related to differing teaching philosophies, which can create tension during peer coaching sessions.”
13. **Principal 13:** “Limited time for reflection and discussion during peer coaching sessions can be a challenge, affecting the depth of the coaching process.”
14. **Principal 14:** “One of the challenges is the variability in peer coaching skills among teachers, which can affect the quality of feedback provided.”
15. **Principal 15:** “Teachers often face challenges related to workload and time constraints, which can limit their ability to fully engage in peer coaching.”
16. **Principal 16:** “A challenge we’ve observed is the lack of follow-up after peer coaching sessions, which can impact the long-term effectiveness of the program.”

Appendix V: The Sample Size Determining Table

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	26	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	154	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: N is population size; S is Sample Size

Source: Krejcie & Morgan (1970)

Appendix VI: Institutional Introductory Letter



Knowledge is Wealth (*Sapientia divitia est*) Akili ni Mali
OFFICE OF THE DIRECTOR
BOARD OF POSTGRADUATE STUDIES

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REF: EM15/57647/22

22nd August, 2024

Director
National Commission for Science Technology and Innovation
Off Waiyaki Way, Upper Kabete
P O Box 30623, 00100
Nairobi.

Dear Sir / Madam,

RE: ABDI ALI ABDI

The above-named person is a *bona fide* student of Chuka University pursuing MED in Educational Management proposal titled: **Peer Coaching and Teacher Performance Management in Public Secondary Schools in Moyale Constituency, Marsabit County, Kenya.**

Mr. Abdi has defended at the Faculty level and is now expected to conduct research. Any assistance accorded will be highly appreciated.

Yours sincerely,



Prof. Moses Muraya, Ph.D.

DIRECTOR
BOARD OF POSTGRADUATE STUDIES

Appendix VII: Ethics Review Letter



CHUKA UNIVERSITY INSTITUTIONAL ETHICS REVIEW COMMITTEE

Telephones: 020-2310512/18

P. O. Box 109-60400, Chuka

Direct Line: 0772894438

Email: info@chuka.ac.ke,

Website: www.chuka.ac.ke

13th August, 2024

REF: CUIERC/ NACOSTI/608

TO: Abdi Ali Abdi

RE: Peer Coaching and Teacher Performance Management in Public Secondary Schools in Moyale Constituency, Marsabit County, Kenya

This is to inform you that *Chuka University IERC* has reviewed and approved your above research proposal. Your application approval number is *NACOSTI/NBC/AC-0812*. The approval period is 13th August, 2024 – 13th August, 2025.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by *Chuka University IERC*.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to *Chuka University IERC* within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to *Chuka University IERC* within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. 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.
- vii. Submission of an executive summary report within 90 days upon completion of the study to *Chuka University IERC*.






Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely


Dr. Benjamin Kang'ara
SECRETARY



Appendix VIII: NACOSTI License

 <p>REPUBLIC OF KENYA</p>	 <p>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p>
Ref No: 295445	Date of Issue: 28/August/2024
RESEARCH LICENSE	
	
<p>This is to Certify that Mr.. ABDI ALI ABDI of Chuka University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Marsabit on the topic: PEER COACHING AND TEACHER PERFORMANCE MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN MOYALE CONSTITUENCY, MARSABIT COUNTY, KENYA for the period ending : 28/August/2025.</p>	
License No: NACOSTI/P/24/39607	
295445	
Applicant Identification Number	Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION	
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