

The Influence of Intellectual Stimulation on Teacher Productivity in Public Primary Schools in Trans Nzoia West Sub County, Kenya

By

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Abstract

The purpose of this article is to investigate the influence of intellectual stimulation on teacher productivity in public primary schools in Trans Nzoia West Sub County, of Trans Nzoia County, Kenya. The escalating enrollment in public primary schools presents a pressing challenge to maintain and enhance teacher productivity. This study therefore sought to investigate the influence of intellectual stimulation on teacher productivity in public primary schools in Trans Nzoia West Sub County, Kenya. The study findings indicated that intellectual stimulation significantly influenced teacher productivity in public primary schools in Trans Nzoia West Sub County, Kenya. Most respondents agreed that headteachers reward teachers when tasks are achieved on time and that headteachers usually praise performing teachers. In conclusion, headteachers believe teachers can handle challenges independently with little consultation and that headteachers help teachers grow academically and professionally. Further, headteachers reward the good works of teachers in the school and trust and believe that teachers can still do good work even in their absence. The study recommends that Head-teachers should provide intellectual stimulation by create a conducive working environment that rewards achievement, praises performance, and recognizes successful outcomes on teachers' productivity.

Keywords: Intellectual; Stimulation; Teacher; Productivity; Public Primary Schools

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1. Introduction

Intellectual stimulation significantly influences teacher productivity in public primary schools, playing a pivotal role in shaping both professional development and classroom effectiveness (Lee, & Kuo, 2019). Teachers who are intellectually stimulated are more likely to exhibit a continuous commitment to learning and self-improvement. This commitment translates into enhanced teaching methodologies, incorporating innovative approaches and a deeper understanding of educational practices. By engaging with new ideas, educational research, and contemporary teaching strategies, intellectually stimulated teachers can adapt and refine their instructional techniques to better meet the diverse needs of their students (Andriani, Kesumawati, & Kristiawan, 2018).

Intellectual stimulation contributes to a positive work environment within schools. Teachers who are encouraged to explore new concepts and share their insights with colleagues foster a culture of collaboration and mutual support. This collaborative atmosphere not only enhances the exchange of effective teaching practices but also contributes to a sense of shared purpose and professional community. The intellectual vibrancy within the teaching staff can result in collective problem-solving, resource-sharing, and a continuous pursuit of excellence, ultimately boosting overall productivity in the school (Kilag, et al., 2023).

Intellectual stimulation serves as a catalyst for multifaceted personal and professional development. It cultivates critical thinking skills, prompting individuals to question, analyze, and innovate. Through exposure to diverse ideas and perspectives, intellectual stimulation nurtures creativity, fostering a mindset of continuous learning. This cognitive development not only enhances problem-solving abilities but also instills adaptability, enabling individuals to thrive in dynamic environments. Moreover, intellectual engagement contributes significantly to career advancement by promoting professional development and cultivating a culture of innovation within organizations. Employees who actively seek intellectual challenges are more likely to contribute to the creation of novel solutions, products, or services, thereby propelling their careers forward (Nobutoshi, 2023).

Statement of the Problem

Teacher productivity is usually reflected in lesson planning, learning implementation, learning evaluation, mentoring, implementing additional tasks, and professional development. These could also be reflected in pupils' performance in national examinations. Despite these efforts, teacher productivity is not yet resolved as enrolment in primary school is increasing. This seems to have impaired effective teaching and learning, especially in teaching all the subjects in primary schools. With the leadership style of the head teachers, it seems as if primary school teachers will not be able to give their best in the discharging of their duties. For instance, some

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teachers' inadequate coverage of the syllabus seems to be the order of the day in many Primary schools. Some teachers appear not to show personal commitment to their jobs due to the non-challans' attitudes of these teachers towards their work. All the observed problems appear to be endangering the effective performance of primary school teachers. This low teacher productivity has been seen through low performance amongst learners in the Kenya Certificate of Primary Education (KCPE) in the sub-county.

Research Objective

To investigate the influence of intellectual stimulation on teacher productivity in public primary schools in Trans Nzoia West Sub County, Kenya

Literature Review

School head teachers have to create and sustain a competitive school environment that will motivate the teachers to increase their productivity levels. Teacher productivity is usually reflected in lesson planning, learning implementation, learning evaluation, mentoring, implementing additional tasks, and professional development. These could also be reflected by pupils' performance in national examinations (Morris, Gorard, & El Soufi, 2020). Despite these efforts, teacher productivity is not yet resolved as enrolment in primary school is increasing. This seems to have impaired effective teaching and learning, especially teaching all the subjects in primary schools. With the leadership style by the head-teachers, it seems as if primary school teachers will not be able to give their best into the discharging of their duties. For instance, it seems typical to find some teachers in Primary school who do not prepare their lesson notes before teaching. Some of them appear to believe that the preparation of lesson notes on a daily basis is time-consuming. Therefore, they do this when it is convenient for them, which tends to jeopardize their productivity in terms of teaching what should be taught. Poor teaching methods to pupils appear to be rampant among some primary school teachers in Trans Nzoia West- Sub County (Wanjala & Kimutai, 2021).

For instance, some teachers' inadequate coverage of the syllabus seems to be the order of the day in many Primary schools. Some teachers appear not to show personal commitment to their jobs due to the non-challans' attitudes of these teachers towards their works. All the observed problems appear to be endangering the effective performance of primary school teachers. This low teacher productivity has been seen through low performance amongst learners in the Kenya Certificate of Primary Education (KCPE) in the sub-county. Trans Nzoia West- Sub County will be chosen in this study because of low teacher productivity in primary school as presented in Table 1.

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Table 1 Overall KCPE Performance 2018-2022

Sub county	2018	2019	2020	2021	2022
Trans-Nzoia East	242.42	238.11	230.52	253.85	247.45
Kimisini	220.65	215.13	228.99	249.69	244.41
Kwanza	243.9	226.39	222.01	238.0	233.39
Trans-Nzoia West	222.85	218.67	220.28	241.19	232.70
Endebess	215.0	204.0	198.09	206.27	207.14

Source: Field Data 2024

However, the observed teachers ineffective have been attributed to so many factors prominent among them are lack of motivation, poor funding, poor leadership, class-size, inadequate facilities, low staff morale and inadequate supervision but leadership style appears to be the greatest problem militating against the teacher's productivity. Therefore, the current study will investigate the influence of intellectual stimulation on teacher productivity in public primary schools in Trans Nzoia West Sub County, Kenya.

This study was anchored on Human relations theory modified by Donaldson in (1995). The Human Relations Theory is a framework for analyzing human behavior within organizations. This theory emphasizes the importance of social interactions in the workplace and highlights the significance of effective leadership. Transactional leadership, on the other hand, is a style of management that focuses on maintaining the status quo by rewarding staff for meeting performance standards (Hussein, Ibrahim, & Ismael, 2022).

Human Relations Theory emphasizes on the importance of personal interactions between employees and their managers. It emphasizes that people work best when they feel valued, respected and supported. The same applies to teachers in schools. When they feel appreciated and their contributions to the organization are recognized, they will be motivated to put more effort into their work. Human Relations Theory helps this study understand the key factors necessary for enhancing teacher productivity by emphasizing the importance of positive interpersonal relationships and effective communication between teachers and their superiors (Paais, & Pattiruhu, 2020). To enhance teacher productivity, it is essential to blend transactional leadership and Human Relations Theory approaches effectively. One way to apply Human Relations Theory in a transactional leadership context is through an individualized approach that considers the specific needs of each teacher. This approach involves regular interactions between teachers and managers, discussions around personal goals, and an emphasis on building personal relationships (Hussein, et al., 2022).

Bolkan, Goodboy and Griffin (2018) examined a specific component of transformational leadership to investigate how communicating intellectual stimulation transforms the nature of the classroom by encouraging learners' motivation and, subsequently, learners' approaches to their studying. Results suggest that when teachers influence learners' intrinsic motivation through the use of intellectually stimulating behaviors, learners approach their learning in deep and strategic ways, and are less likely to adopt a surface-level approach to their studies. Teachers provide leadership in college classrooms, and the behaviors they exhibit as leaders impact a variety of learners outcomes. Specifically, transformational leadership has been shown to be an important

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predictor of learners learning. The study nonetheless looked on learners productivity unlike the current study which looks at teacher's productivity.

Kouni et al. (2018) investigated the relationship between teacher commitment and transformational leadership in secondary schools. A survey instrument was developed, based on conceptual framework on transformational leadership. Quantitative survey method was applied and two broadly hypothesized relationships were tested with a sample of 1014 trained teachers serving in twenty-seven secondary schools in Miri, Sarawak. The results indicated a moderate level of teacher commitment and a low level of transformational leadership qualities among the respondents. The results from multiple regression analysis provided little to moderate support for the analysis. They offer insights on how leadership practices affect teachers' commitment. It also necessitates for leadership development of school leaders to acquire transformational leadership qualities that are crucial in changing teachers' attitude and improving their commitment level.

The purpose of this qualitative case study by Clifton (2019) was to explore how 14 administrators of these impoverished schools described personal transformational leadership behaviors. Through thematic analysis using a priori coding, open coding, and axial coding of administrators' descriptions, key results aligned with the conceptual framework indicated that application of transformational leadership behaviors explained much of the successful outcomes of the schools. The themes that resonated through the study included relationships, collective efficacy, and a culture of coaching. The study contributes to positive social change by identifying areas in which school leaders may build professional capacity to more effectively use transformational leadership behaviors to positively affect the academic achievement of pupils from impoverished households.

2. Methodology

The current study adopted the use of descriptive design in collecting, measuring, analyzing and interpreting data in line with the set objectives. The descriptive design used in the study relied on selective description, where certain aspects of the population or a phenomenon of interest were considered critical to the study. The research was undertaken in Trans Nzoia West Sub County, Trans Nzoia County, Kenya. The target population of the study was 912 teachers from 72 public primary schools, 5 Curriculum support officers (CSOs), 1 Sub-County Quality Assurance and Standards Officer and 1 Sub- County Director of Education. The sample size of 271 respondents was determined formula by Krejcie and Morgan (1970).

The study used both quantitative and qualitative data collection forms, including questionnaires and interview guides. Questionnaires were used to gather quantitative data, while interview guides were utilized for qualitative data collection. A pilot study was conducted before the main study in the nearby Trans Nzoia East Sub County, which shared similar characteristics as the study area. A total of 30 respondents were randomly selected for the purpose of piloting and were issued with questionnaires. The questionnaires were collected and analyzed.

The study employed various statistical procedures to organize the collected data into a workable and practicable form that was easy to comprehend. This was done to clearly highlight the characteristics of the data and facilitate data definition, analysis, and generalization. The quantitative data from the questionnaire was pre-processed using the statistical package for social science (SPSS) computer package (version 23.1), which provided validation, coding, and

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tabulation for review. Frequencies, percentages, mean, and standard deviation were employed to analyze the quantitative data and assess the impact of headteacher leadership style on public primary school teacher productivity. The qualitative data from the interview schedules was thematically categorized and organized, and before being published in narrations and quotes in line with the study objectives, it was analyzed. The analyzed data was then presented in tables and graphs. Qualitative descriptions were also used to supplement the quantitative analysis, allowing for a deeper exploration and expansion of the quantitative findings, providing in-depth explanations and validation. The analyzed information was presented using tables and figures. Overall, both the quantitative and qualitative data were analyzed, and the findings were reported in the past tense, in accordance with the study's objectives. The use of tables, graphs, and qualitative descriptions helped to present the results in a clear and comprehensive manner.

3. Presentation of Results and Discussion

The study examined relationship between intellectual stimulation and teacher productivity. To accomplish this, the study utilized a five-point Likert scale, wherein respondents were asked to rate their agreement level using the following options: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, and 5 = Strongly Agree. The frequency of each response option was recorded for further analysis. Table 2 presents the study results.

Table 2 Intellectual Stimulation and Teacher Productivity

Statements		SA	A	UD	D	SD	Mean	Sd
Our headteacher gives rewards to teachers when a task is achieved on time	F	81	84	27	32	13	3.79	1.20
	%	34.2	35.4	11.4	13.5	5.5		
Our headteacher usually praises performing teachers	F	71	105	11	40	10	3.78	1.16
	%	30.0	44.3	4.6	16.9	4.2		
Our headteachers recognize successful performance	F	92	78	26	12	29	3.81	1.33
	%	38.8	32.9	11.0	5.1	12.2		
The school head teacher has created a conducive working environment	F	67	88	16	14	52	3.43	1.50
	%	28.3	37.1	6.8	5.9	21.9		
The school head teacher believes that teachers can handle challenges on their own with little consultations	F	92	96	18	17	14	3.99	1.13
	%	38.8	40.5	7.6	7.2	5.9		
Head teacher helps teachers to grow academically and professionally	F	69	99	21	17	31	3.66	1.31
	%	29.1	41.8	8.9	7.2	13.1		
Head teacher rewards the good works of the teachers in the school	F	81	74	22	30	30	3.61	1.39
	%	34.2	31.2	9.3	12.7	12.7		
Head teacher trusts and believes that teachers can still do good work even in his absence	F	92	89	16	17	23	3.88	1.26
	%	38.2	37.6	6.8	7.2	9.7		
Total number of respondents (n=237)								

Source: Field Data 2024

The study results in Table 2 showed that majority 165(69.6%) of the respondents agreed that head teacher gives rewards to teachers when a task is achieved on time. On contrary, 45(19.0%) of the respondents disagreed that headteacher gives rewards to teachers when a task is achieved on time. Further, the study results also showed, in terms of mean and standard deviation that the respondents agreed with the statement that headteacher gives rewards to teachers when a task is achieved on time (Mean=3.79, standard deviation=1.20). This finding agrees with the study done by Shepherd-Jones and Salisbury-Glennon (2018) that noted that there is need of reward when teachers achieve targets or accomplish tasks within a given time. The implication of the finding is that a significant proportion of respondents acknowledge the headteacher's practice of rewarding teachers for timely task completion, indicating a potential positive impact on motivation and performance. CSO 1 said that,

I believe that intellectual stimulation greatly influences teacher productivity in public primary schools in Trans Nzoia West Sub County, Kenya. By encouraging critical thinking, innovation, and continuous learning, teachers become more engaged and motivated, leading to enhanced productivity in the classroom.

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The implication of this interview is that educational authorities and school administrators in Trans Nzoia West Sub County, Kenya, should prioritize creating an intellectually stimulating environment for teachers in public primary schools. This can be achieved by providing professional development opportunities, promoting collaboration and knowledge sharing among teachers, and fostering a culture of innovation and critical thinking. This perspective aligns with recent studies in education psychology, such as the work by Christensen et al. (2020), which emphasizes the positive impact of intellectual stimulation on teacher engagement and classroom productivity. It suggests that fostering a culture of critical thinking and continuous learning can contribute to the overall professional development of teachers.

Moreover, current initiatives by the Ministry of Education in Kenya, highlight the importance of promoting innovative teaching methods and continuous professional development for educators (Francisco, 2019). CSO 1's views resonate with these ongoing efforts to enhance teacher productivity and overall educational outcomes. This finding disagrees with the finding in a study conducted by Johnson, Smith, and Brown (2020), which found out that only a minority of teachers reported receiving rewards from their headteachers for timely task completion. This inconsistency suggests a need for further investigation into the variations in reward practices among different schools and contexts. Sub-county Director of Education said that,

Intellectual stimulation from headteachers and other colleagues greatly influences teachers motivation to teach. When they receive recognition and rewards for achieving tasks on time, it boosts their morale and encourages them to continue putting in their best effort. Additionally, when the headteacher praises teacher's performance, it makes them feel valued and appreciated, which in turn motivates them to strive for excellence.

One implication for this interview is the importance of fostering a supportive and encouraging work environment in schools. Headteachers and colleagues should prioritize intellectual stimulation and provide regular feedback and recognition to teachers for their accomplishments and efforts. By creating a culture of appreciation and acknowledging the contributions of teachers, it can significantly enhance their motivation, job satisfaction, and overall performance. Implementing systems for rewards and recognition, such as timely task completion acknowledgments, can further boost morale and reinforce a sense of value and appreciation within the teaching community.

Also, the study findings noted that 176(74.3%) of the respondents agreed and 50(21.1%) disagreed that headteacher usually praises performing teachers. Further, the study results also showed, in terms of mean and standard deviation that the respondents agreed with the statement that headteacher usually praises performing teachers (Mean=3.78, standard deviation=1.16). This finding aligns with contemporary research in educational leadership and motivation. Recent studies by the Akdere and Egan (2020) emphasize the critical role of positive reinforcement, recognition, and intellectual stimulation in enhancing teacher motivation and job satisfaction. It suggests that the approach highlighted by the Sub- County Director of Education is integral to creating a positive and supportive educational environment. The finding implies that there is a

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strong consensus among respondents that the headteacher frequently praises performing teachers, highlighting the importance of recognizing and acknowledging teachers' achievements.

Additionally, ongoing educational policies in Kenya, stress the importance of recognizing and rewarding teachers for their outstanding contributions to education (Hester et al., 2020). The Sub-county Director's emphasis on the value of recognition and rewards aligns with these broader educational initiatives aimed at improving teacher morale and overall job satisfaction. The study findings agreed with Paufler and Sloat (2020) who noted that the headteacher usually praises performing teachers, suggesting a potential variation in the perception of praise practices among different schools and contexts. Sub County Quality Assurance and Standards Officer noted:

Intellectual stimulation plays a significant role in influencing in teacher's willingness to take on new challenges. When the headteacher recognizes and rewards successful performance, it instils a sense of confidence in me. This confidence, coupled with the belief that the headteacher trusts teacher's abilities, motivates teachers to step out of them comfort zone and embrace new opportunities and challenges.

The implication of recognizing and rewarding successful performance by the headteacher in relation to intellectual stimulation is that it creates a positive and empowering environment for the interviewee. By acknowledging their achievements, the headteacher reinforces the interviewee's self-belief and confidence in their abilities. This, in turn, encourages the interviewee to venture beyond their comfort zone and embrace new challenges. The interviewee feels motivated and empowered to take on new opportunities, knowing that their headteacher trusts and supports their growth. Ultimately, this dynamic foster a culture of continuous learning, personal development, and the pursuit of excellence within the educational setting.

The study further revealed that, 170(71.7%) of the participants agreed that headteachers recognize successful performance. On contrary to that 41(17.3%) of the respondents disagreed that headteachers recognize successful performance. Further, the study results also showed, in terms of mean and standard deviation that the respondents agreed with the statement that headteachers recognize successful performance (Mean=3.81, standard deviation=1.33). This statement echoes the importance of intellectual stimulation and positive reinforcement in influencing teachers' attitudes toward new challenges. The emphasis on confidence-building and trust in teachers' abilities aligns with contemporary research by Warnock et al. (2022), which highlights the positive impact of leadership strategies on teachers' willingness to embrace innovation and change. The finding implies that a significant majority of participants agreed that headteachers recognize successful performance, highlighting the importance of acknowledging and valuing achievements in the educational setting.

In the context of ongoing educational developments in Kenya, the emphasis on promoting a culture of continuous improvement and professional growth resonates with broader educational policies (Allina, 2018). The Sub County Quality Assurance and Standards Officer's perspective reinforces the significance of leadership practices in cultivating a dynamic and motivated teaching workforce. The study findings agreed with Chachar, Ullah and Jalil (2023) who

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revealed that headteachers recognize successful performance, suggesting a potential variability in the recognition practices across different school contexts.

CSO 1 argued that,

Intellectual stimulation positively impacts teacher's creativity and innovation in the classroom. When the headteacher creates a conducive working environment, it allows them to explore different teaching strategies and approaches. The belief that the headteacher trusts their capabilities to handle challenges on their own encourages teachers to think outside the box and come up with innovative ways to engage the learners and enhance their learning experience.

The implication of this interview is that creating an intellectually stimulating and supportive environment in the classroom has a direct impact on fostering creativity and innovation among teachers. When headteachers provide a conducive working environment and trust their teachers' abilities, it empowers them to explore diverse teaching strategies and approaches. This, in turn, leads to the development of innovative techniques that enhance student engagement and learning outcomes. By recognizing the importance of intellectual stimulation, schools can nurture a culture of innovation and continuous improvement, benefiting both teachers and learners alike.

The study nonetheless showed that 155(65.4%) of the participants agreed that school head teacher has created a conducive working environment. On contrary to those findings 66(27.8%) of the respondents disagreed that school head teacher has created a conducive working environment. Further, the study results also showed, in terms of mean and standard deviation that the respondents agreed with the statement that school head teacher has created a conducive working environment(Mean=3.43, standard deviation=1.50). This finding aligns with the study by Fitria (2018) which stated that head teacher creates a conducive working environment. The findings imply that a majority of participants agreed that the school headteacher has established a conducive working environment, although a notable proportion disagreed, suggesting the need for further investigation and potential improvements in creating an optimal work setting.

CSO 1's argument aligns with recent studies in education psychology, such as the work by Al Harbi et al. (2019), which emphasizes the positive correlation between intellectual stimulation and teacher creativity. This suggests that fostering an environment of trust and encouragement can significantly contribute to teachers' ability to think innovatively and enhance the overall learning experience for students. The study findings concurred with Toropova, Myrberg and Johansson (2021) who found that teachers' perceptions of a conducive working environment were significantly influenced by the availability of resources and support from school administrators, suggesting a potential disagreement with the finding that the school head teacher has created a conducive working environment. Sub-county Director of Education revealed that:

Intellectual stimulation from the headteacher significantly influences teacher's ability to engage learners in learning. When the headteacher supports and helps them grow academically and professionally, it equips them with the necessary skills and knowledge to effectively engage the learners. The trust and belief the

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headteacher has in my abilities also give teachers the confidence to create a dynamic and interactive classroom environment that fosters student participation and enthusiasm for learning.

The implication of this interview is that a supportive and intellectually stimulating headteacher can have a significant impact on a teacher's ability to engage learners in learning. When teachers receive support and guidance from their headteacher, it enhances their academic and professional growth, enabling them to acquire the necessary skills and knowledge to effectively engage their learners. Additionally, the trust and belief shown by the headteacher in the teacher's abilities can boost their confidence, leading to the creation of a dynamic and interactive classroom environment that promotes active student participation and enthusiasm for learning. This highlights the crucial role that headteachers play in empowering and motivating teachers, ultimately benefiting the overall educational experience of learners.

In the context of educational leadership and professional development, intellectual stimulation is recognized as a key component of transformational leadership. Recent studies, Cheruse (2021), emphasize the positive impact of headteachers who provide intellectual stimulation on teacher effectiveness and student engagement. This perspective aligns with broader trends in educational research, highlighting the significance of leadership practices that foster continuous learning and professional growth among educators (Andriani et al., 2018). The described dynamic between the headteacher, teachers, and students emphasizes the interconnectedness of leadership, teacher development, and student outcomes in the learning environment.

On top of the above findings another, 188(79.3%) agreed that the school head teacher believes that teachers can handle challenges on their own with little consultations. However, 31(13.3%) of the respondents disagreed that the school head teacher believes that teachers can handle challenges on their own with little consultations. Further, the study results also showed, in terms of mean and standard deviation that the respondents agreed with the statement that the school head teacher believes that teachers can handle challenges on their own with little consultations (Mean=3.99, standard deviation=1.13). This finding aligns with the study by Caena and Redecker (2019) that stated that teachers can handle challenges on their own with little consultations. The finding implies that a significant majority of respondents agree that the school head teacher holds the belief that teachers are capable of independently handling challenges with minimal consultation, indicating a potential emphasis on autonomy and trust in the teaching staff.

Intellectual stimulation has a positive impact on my satisfaction with my work. When my headteacher recognizes and rewards my good work, it validates my efforts and makes me feel valued as a teacher. Additionally, the trust my headteacher has in my abilities and the opportunities for growth and development provided create a sense of job satisfaction, knowing that my work is appreciated and that I have the potential to further excel in my profession.

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The implications of this interview highlight the significance of intellectual stimulation and recognition in fostering job satisfaction for teachers. The findings suggest that when headteachers provide opportunities for intellectual growth, such as professional development programs and challenging tasks, it positively influences teachers' overall satisfaction with their work.

The trust placed in the teacher's abilities and the provision of opportunities for professional growth and development are highlighted as additional contributors to job satisfaction (Schuck et al., 2018). This aligns with contemporary leadership theories, such as transformational leadership, which emphasizes fostering trust, providing developmental opportunities, and recognizing individual contributions as essential elements of effective leadership. In the context of educational leadership and teacher satisfaction, recent studies published in studies like Cansoy (2019) have underscored the importance of leadership practices that enhance teacher well-being and job satisfaction.

Furthermore, it was noted from the study that 168(70.9%) of the participants agreed, however, 48(20.3%) disagreed that head teacher helps teachers to grow academically and professionally. Further, the study results also showed, in terms of mean and standard deviation that the respondents agreed with the statement that Head teacher helps teachers to grow academically and professionally (Mean=3.66, standard deviation=1.31). This agrees with the study done by Ajani (2018) that noted that head teacher helps teachers to grow academically and professional. The finding implies that while a majority of participants agreed that the headteacher helps teachers to grow academically and professionally, there is still a notable proportion of respondents who expressed disagreement, suggesting a potential need for increased support and guidance in this area.

Intellectual stimulation plays a crucial role in influencing my retention in the teaching profession. When my headteacher trusts and believes in my capabilities, it creates a supportive and encouraging work environment. The opportunities for professional growth and the recognition of my accomplishments make me feel motivated and invested in my role as a teacher. As a result, I am more likely to stay committed to the profession and continue making a positive impact on learners' lives.

The implication of this interview is that creating an intellectually stimulating work environment and fostering trust and belief in teachers' capabilities can have a significant impact on their retention in the teaching profession. By providing opportunities for professional growth and recognizing their accomplishments, schools can motivate and engage teachers, leading to increased job satisfaction and commitment. This, in turn, enhances the overall quality of education and promotes positive outcomes for learners. Therefore, schools should prioritize strategies that support and empower teachers, ultimately contributing to the long-term stability and success of the education system.

Furthermore, it was noted from the study that 155(65.4%) of the participants agreed, however, 60(25.4%) disagreed that Head teacher rewards the good works of the teachers in the school. Further, the study results also showed, in terms of mean and standard deviation that the

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respondents agreed with the statement that Head teacher rewards the good works of the teachers in the school (Mean=3.61, standard deviation=1.39). This is consistent with the findings of a study conducted by Baluyos et al. (2019), which observed a similar trend in their research. Baluyos et al. (2019) reported that effective recognition and reward systems implemented by head teachers positively influenced teacher morale and job satisfaction, highlighting the significance of acknowledging the efforts of teachers in the school. This finding implies that while some teachers perceive that their good work is recognized and rewarded, there is room for improvement in ensuring consistent and equitable recognition across the school

Finally, majority of the respondents 181(76.4%) agreed that head teacher trusts and believes that teachers can still do good work even in his absence. However, 40(16.9%) of the respondents disagreed that head teacher trusts and believes that teachers can still do good work even in his absence. Further, the study results also showed, in terms of mean and standard deviation that the respondents agreed with the statement that Head teacher trusts and believes that teachers can still do good work even in his absence (Mean=3.88, standard deviation=1.26). This finding aligns with the research conducted by Edinger and Edinger (2018), which similarly demonstrated that a high level of trust and confidence from head teachers in teachers' capabilities during their absence positively impacts teacher job satisfaction and overall school climate. The finding implies that a majority of respondents agreed that the headteacher has trust and belief in the teachers' ability to perform well even in their absence. This suggests a positive perception of the headteacher's confidence in the teaching staff.

The Sub-county Director of Education's statement aligns with contemporary research on educational leadership and its impact on student engagement. Recent studies by the Johnson and Voelkel (2021) underscore the crucial role of leadership support in enhancing teachers' capabilities to engage learners effectively. In the context of ongoing educational developments in Kenya, the emphasis on leadership fostering academic and professional growth aligns with broader initiatives aimed at improving the quality of education (Fields et al., 2019). The Sub-county Director's perspective reinforces the idea that when teachers receive support and intellectual stimulation from their leaders, they are better equipped to create dynamic and interactive learning environments that contribute to student participation and enthusiasm. A finding that disagrees with finding is a study conducted by Suriagiri, Akrim and Norhapizah (2022) which found that teachers reported a lack of trust and confidence from their headteachers in their ability to perform well in their absence, leading to decreased job satisfaction and motivation.

4. Conclusions and Recommendations

In conclusion intellectual stimulation, including rewards for achievement, praise for performance, recognition of successful performance, and the creation of a conducive working environment, significantly influences teacher productivity. The intellectual stimulation plays a crucial role in enhancing teachers' ability to engage learners effectively. When headteachers provide support and opportunities for growth, it equips teachers with the necessary skills and knowledge to create engaging and impactful learning experiences for students. The trust and support from the headteacher foster a positive and empowering environment that motivates teachers to excel in their teaching practices. By prioritizing intellectual stimulation and

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professional development, schools can cultivate a dynamic and effective teaching workforce that positively impacts student learning outcomes.

The study recommends that head-teachers should provide intellectual stimulation by creating a conducive working environment that rewards achievement, praises performance, and recognizes successful outcomes. This will enhance teachers' ability to engage learners effectively and create impactful learning experiences

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