

Influence of Innovation and Creativity on Teacher's Performance in Kiminini Sub-county, Kenya

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ABSTRACT

The purpose of this study was to investigate the influence of innovation and creativity in teaching on teachers' performance in Kiminini Sub-County Kenya. Study adopted descriptive survey design, stratified and simple random sampling techniques were used to select respondents from target population which comprised of Principals, Deputy Principals, Head of Departments, Teachers and Teachers Service Commission Sub-County director of Kiminini. Study utilized structured questionnaires for Principals, Deputy Principals, Head of Departments, Teachers and interview guide for Teachers Service Commission (TSC) Sub-County director in collection of data. The researcher conducted pilot study in Kiminini Sub-County among the respondents who were not included in the study sample. The study used descriptive statistics to analyze data with aid of Statistical Package for Social Science (SPSS) for Quantitative Data, while qualitative data was analyzed by thematic. The findings of the study were presented in tables and pie charts. The study established that innovation and creativity influenced teachers performance as they yielded mean above 4.00. The findings of the study were vital as they informed school administrators that innovation and creativity were adequate in measuring and influencing teacher's performance.

KEYWORDS: Creativity, Influence, Innovation, Teacher, Performance

1. INTRODUCTION

Rothstein and Santana (2015) note that innovation is broadly thought as new ideas, new methods, new ways of looking at things, new processes and new product of value. According to Kampylis and Berki (2014), defined creativity as the thinking that allows learners or teachers to apply their imagination to generating ideas, hypotheses, questions, experimenting with options, evaluating on answers and peers. They further note that creativity is an active process of innovation. Innovation and creativity are fundamental in education as they bring on board imagination and developing new things or methods of value to enhance teaching and learning outcomes. According to Makokha and Kanisa (2017), improvisation of teaching aids is the ability of teachers to identify teaching aids that can be used instead of the conventional teaching aids. Brian (2014) observed that teaching aids simplifies concepts or simulation of process for favourable

learning teaching outcomes. The integration of Information and communication technology (ICT) involves use of computer packages to aiding learning. Sifuna (2016) observed that use of ICT had increased access to E-books that enhanced learning. It means that virtual library enables teachers to learning materials that is available in internet.

1.1. Influence Improvisation of Teaching Aids on Teachers Performance

Chen (2016) examined the effects of innovation and creativity in teaching on teachers performance in Manchester Metropolitan secondary schools. The study employed cross sectional survey research design and structured questionnaire was adopted to collect data. The purposive sampling was used to select a sample of 223 teachers from target population of 2230 teachers. The study revealed that improvisation of teaching aids

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improved teaching of abstract and difficult concepts. The study further revealed that improvisation of teaching aids enabled teachers to make unavailable teaching in school. The study established that improvisation of teaching aids had positive significant on teachers performance. The study recommended teachers should be encouraged to use and improvise unavailable teaching aids to enhance teaching. The current study attempted to improve on sampling of the study by adopting stratified and sampling techniques to select representative sample since teachers were categorized into HoDs, deputy principals, principals and Sub-County directors. To fill geographical to gap the researcher attempted to replicate the study in Kiminini subcounty Kenya to find out any relationship in the studies findings.

Zhang (2017) examined effects Information and Communication Technology on access to learning materials among secondary schools in Shanghai city in China. The study used descriptive survey and structured questionnaires. Simple sampling technique was used to select a sample of 560 teachers from target population 3560 teachers. The study revealed that use of ICT enhanced access to E-books and learning materials that improved teaching. The study established that Information and Communication Technology had positive significant on teachers performance. the current study attempted to improve on the study by adopting stratified and simple sampling since teachers population was categorized into principals, deputy principals, Heads of Department and teachers. The current study attempted to fill geographical gaps by replicating the study in Kiminini Subcounty Kenya to find out if there was any anexus the findings.

Okonkwo (2018) evaluated of effects improvisation of teaching aids on teachers performance secondary schools in Lagos Nigeria. The study adopted descriptive survey design and simple sampling technique was used to select a sample of 158 teachers respondents from a target population of 1589 teachers. The study revealed that improvisation of teaching aids had not affected on teachers performance. the study further revealed that use of teaching aid slowed syllabus coverage. The current study attempted to fill geographical gaps by replicating of the study to find out any relationship in the study findings.

Sifuna (2016) evaluated effects of ICT Simulation of learning process on teachers performance in science subjects in Mumias West Kenya. The study adopted discreptive survey design, purposive

sampling was used to select a sample of 78 teachers from population of 980 teachers. The study found that ICT Simulation of learning process had significant effects on teachers performance. the study further showed that ICT Simulation of learning process stimulated learner interest in learning complex processes. The study recommended that teacher managements should encourage and reward use of ICT in simulation of complex processes. The current attempted to fill conceptual gaps by including all groups of teachers: HoDs, deputy principals, principals and TSC subcounty director.

The current study further attempted to improve on study data collection methods to adopted both qualitatative and quantitative approaches.

Didinya et al. (2017) examined the effects of innovations and creativity on organisation of learning contents in Hamisi Sub county, Vihiga County. The study used descriptive survey design and purposive sampling to selected a sample of 24 principals from a target population of 49. The interview schedule was used to collect data from principal respondents. The study found that principals felt innovations and creativity had little effects on teachers organisation of learning contents. The study further revealed that principals hardly visited classroom to evaluate teachers use of ICT. The current study attempted to improve on the study sampling by adopting stratified and simpling to select representative sample. The data collection method by adopting both interview guide and questionnaire for extensive data collection.

1.2. Influence of ICT Integration on Teachers Performance

Kormla (2017) evaluated effects of appraisal of Information Communication Technology integration on teachers performance among secundary schools in Ghana. The study employed descriptive survey and simple sampling technigue was used to select a sample of 256 teacher respondents from target population 2456 teachers. The study found that appraisal of information communication technology motivated teachers to integrate ICT in teaching. The study further revealed that ICT integration increased access to E-books and other online learning materials that improved teachers performance. The study recommended that teachers management should encourage teachers to adopt ICT integration in teaching to enhance access to learning materials. The current study attempted to fill geographical gap by replicating the study in Kiminini Sub-

county Kenya to find out any relationship in the study's findings.

Makhanu (2016) examined influence of Information Communication and Technology integration on mathematics and science teachers in secondary in Kakamega West Sub-county, Kenya. The study adopted qualitative research design and data was collected using interview guide. The study adopted purposive techniques to select a sample of 19 principal respondents from target population of 79 principals. The study revealed many principals felt low level of computer literacy hindered use of ICT in teaching. The study further revealed that principals felt thought that probably TPAD would encourage teachers to embrace computer in teaching. The study recommended that principals should organize workshops and seminars to equip teachers with computer skills and knowledge to enable them apply Information Communication and Technology integration in teaching. The current study attempted to fill conceptual gaps by considering all categories of teachers involved in teachers appraisal: HoDs, deputy principals, principals and TSC subcounty director.

Odhiambo (2017) examined influence of teaching by aid of Information Communication Technology teaching integration on teachers performance in public secondary schools in Kisumu county. The study adopted descriptive survey design and structured questionnaire was used to collect data. The study adopted simple sampling techniques to select a sample of 264 teachers respondents from target population of 2711 teachers. The study found that Information Communication Technology integration influenced access to teaching aids that were unavailable in schools. The study further revealed that use of power point to present lessons enabled teachers to use teaching aids that were unavailable in schools. The study recommended that principals should encourage teachers to adopt Information Communication Technology integration in teaching. The current study attempted to improve on sampling techniques by adopting stratified and simple sampling to select representative sample target population was stratified into groups.

The current study attempted to fill geographical gaps by replicating the study to find out any relationship in results findings.

2. METHODOLOGY

The research design- is the plan to be followed in order to realize research objectives effectively and efficiently (Kothari, 2004). The research design is supposed to specify the methods and procedures for collecting and analyzing data that is required to yield information to answer research objectives. The study adopted descriptive survey design. According to Mugenda and Mugenda (2003), descriptive survey design is a scientific method which involves observing and describing the behaviour of subjects without manipulation in anyway. Thus descriptive design was appropriate in obtaining information concerning the influence of Teachers Performance Appraisal and Development on teacher' Performance in Kenya a survey of Kiminini Sub-county.

Target population- Mugenda and Mugenda (2003) define target population as complete set of individuals with observable characteristics. The study target population comprised of all TSC teachers deployed in Public Secondary schools in Kiminini Sub-County and the TSC Sub-County Director. According to Trans Nzoia, TSC County Director staffing (2020), 1171 teachers were deployed in 69 Secondary schools in Kiminini. It further indicated that teachers were categorized into Principals, Deputy Principals, HoDs and Teachers in Kiminini Sub-County.

Sampling and sampling procedure- Kothari (2004) defines sample as a portion of the target population. Accordingly, sampling is the process of picking a few units of target population for study. A representatives sample is expected to be adequate and representative of the target population (Mugenda & Mugenda 2003). The study's target population was heterogeneous and displayed the following categories: teachers, head of departments, deputy principals, principals and TSC sub-county director. Yamane formula was adopted to determine sample size since the study's target population was finite and Margin error was set at 0.05. The formula yielded a sample size of 298 which was equivalent to 25 percent of target population.

Table 1 Sampling Matrix

Types of School	No.	Principals	Sample Size (P)	Deputy principal	Sample size (DP)	HoDs Frequency	Sample size HoDs	teachers	Sample size (T)
National	2	2	1	3	1	10	3	103	26
Extra-County	12	12	3	13	3	60	15	331	84
County	22	22	6	22	6	90	22	208	54
Sub-County	33	33	8	33	8	75	19	154	38
Total	69	69	18	71	18	235	59	796	202

Table 2 Sample size

Strata	Target population	Sample size	Sample size %
Principals	69	18	25
Deputy principals	71	18	25
Heads of Department	235	59	25
Teachers	796	202	25
TSC Sub county director	1	1	100
Total	1172	298	25

Source: Kiminini Sub-county Director of Education and TSC (2020)

3. RESULTS AND DISCUSSION

3.1. Appraisal Innovation and Creativity in Teaching on Teachers Performance

Employing a five point likert scale, the study sought to obtain influence of appraisal innovation and creativity in teaching on teachers' performance. The opinions statement of respondents required them to Strongly Disagree (SD = 1), Disagree (D= 2), Neutral (N= 3), Agree (A= 4), strongly Agree (SA= 5).

3.2. Principals' Response on Appraisal Innovation and Creativity in Teaching

The study sought to establish the opinion of Principals on influence of Appraisal innovation and creativity in teaching on teachers' performance by employing likert scale where the opinions of respondents were categorized into Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), strongly Agree (SA). The Table 3 revealed Principals response on appraisal innovation and creativity in teaching.

Table 3 Principals Response on Appraisal Innovation and Creativity in Teaching

Statement	SD	D	N	A	SA	Mean	ST.D
Use of ICT integration in teaching has enhanced access to teaching materials.	1 (5.6%)	4 (22.2%)	0 (0%)	3 (16.6%)	10 (55.6%)	3.94	1.39
Creativity and innovations improve organization of learning contents.	0 (0%)	0 (0%)	2 (11.1%)	4 (22.2%)	12 (66.7%)	4.56	0.68
Adoption of power point assist teachers to use teaching aids unavailable in schools	0 (0%)	1 (5.5%)	1 (5.5%)	5 (27.8%)	11 (61.2%)	4.40	0.83
Use of E-books reduce books disparity among schools	0 (0%)	1 (5.5%)	2 (11.1%)	2 (11.1%)	13 (72.3%)	4.50	0.90
Adoption of ICT has improved monitoring and keeping learners' progress records	0 (0%)	0 (0%)	1 (5.5%)	14 (77.8%)	3 (16.7%)	4.11	0.46
Teachers creativity enables them to improvise unavailable teaching aids.	0 (0%)	0 (0%)	0 (0%)	4 (22.2%)	14 (77.8%)	4.78	0.42
Creativity and innovations has reduced shortage of learning materials	0 (0%)	0 (0%)	0 (0%)	3 (16.7%)	15 (83.3%)	4.83	0.37
Use of ICT allows simulation of models to explain complex concept	0 (0%)	0 (0%)	0 (0%)	16 (88.9%)	2 (11.1%)	4.11	0.31
TPAD has influenced teachers to adopt ICT in teaching	0 (0%)	0 (0%)	2 (11.1%)	14 (77.8%)	2 (11.1%)	4.00	0.47
						4.36	0.65

On average, the Principals agreed that appraisal of innovation and creativity in teaching influenced teachers performance. This was confirmed by overall mean of 4.36 measured on likert scale. The principals response on Use of ICT integration in teaching on enhancing access to teaching materials that improved teacher performance revealed that 10 (55.6%) strongly agreed, 3(16.6%) agreed, 4(22.2%) disagreed and 1(5.6%) strongly disagreed.

It meant that 72.2 percent of principals respondents agreed that appraisal of innovation and creativity in teaching influenced teachers performance, while 27.8 percent of principals respondents disagreed. The findings of the study were supported by Chen (2016) who found that Teachers Performance Appraisal and Development influenced use of ICT that enhanced access to learning materials.

TSC Sub-County Director:

TPAD encourages teachers to incorporate ICT in teaching. He felt that ICT would enable teachers to access online books and other learning materials. He regretted that many teachers in Kiminini Sub-County were reluctant to use ICT. He thought that probably many teachers were computer illiterate. He suggested that school principals should organize workshops in schools to equip teachers with computer skills.

On average, the Principals response on the following Teachers Performance Appraisal and Development (TPAD) innovation and creativity items yielded Mean above 4.00 indication of agreement on 5 point likert scale. Creativity and innovations improved organization of learning contents to enhance teacher performance, adoption of ICT power point assisted teachers to use teaching aids that could be unavailable in schools, use of E-books reduced books disparity among schools, adoption of ICT had improved monitoring and keeping of learners' progress records, teachers creativity enabled them to improvise unavailable teaching aids to enhance teaching outcomes, creativity and innovations had reduced shortage of learning materials thus improving teacher performance, use of ICT allowed simulation of models to explain complex concept that enhanced teachers' performance and that Teachers Performance Appraisal and Development (TPAD) had influenced teachers to adopt ICT in teaching. While, Principals respondents were undecided on use of ICT integration in teaching to enhance access to teaching materials that improved teacher performance. The findings of the study were supported by Zhang (2017) who found that innovation and creativity in teaching enhanced access to E-learning materials that enhanced teachers' performance. The study argued that use ICT made schools to move away from physical libraries.

3.3. Deputy Principal' Response on Appraisal innovation and Creativity in Teaching

The study sought to establish the opinion of Deputy Principals on influence of Appraisal innovation and creativity in teaching on teachers' performance by employing likert scale where the opinions of respondents were categorized into Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), strongly Agree (SA). The Table 4 revealed Deputy Principals response on appraisal innovation and creativity in teaching.

Table 4 Deputy Principals Response on Appraisal Innovation and Creativity in Teaching

Statement	SD	D	N	A	SA	Mean	ST.D
Use of ICT integration in teaching has enhanced access to teaching materials.	0 (0%)	0 (0%)	1 (5.6%)	4 (22.2%)	13 (72.2%)	4.67	0.58
Creativity and innovations improve organization of learning contents.	0 (0%)	0 (0%)	3 (16.7%)	3 (16.7%)	12 (66.6%)	4.50	0.76
Adoption of power point assist teachers to use teaching aids unavailable in schools	0 (0%)	0 (0%)	1 (5.6%)	4 (22.2%)	13 (72.2%)	4.67	0.58
Use of E-books reduced books disparity among schools	0 (0%)	0 (0%)	0 (0%)	7 (38.9%)	11 (61.1%)	4.61	0.49
Adoption of ICT has improved monitoring and keeping learners' progress records	0 (0%)	0 (0%)	1 (5.5%)	16 (88.9%)	1 (5.5%)	4.00	0.33
Teachers creativity enabled them to improvise unavailable teaching aids.	0 (0%)	0 (0%)	0 (0%)	14 (77.8%)	4 (22.2%)	4.22	0.42
Creativity and innovations has reduced shortage of learning materials.	0 (0%)	0 (0%)	1 (5.6%)	2 (11.1%)	15 (83.3%)	4.78	0.53
Use of ICT allows simulation of models to explain complex concept.	0 (0%)	0 (0%)	0 (0%)	16 (88.9%)	2 (11.1%)	4.11	0.31
TPAD has influenced teachers to adopt ICT in teaching	0 (0%)	0 (0%)	2 (11.1%)	14 (77.8%)	2 (11.1%)	4.00	0.47
						4.39	0.50

On average, the Deputy Principals agreed that appraisal of innovation and creativity in teaching influenced teachers performance. This was confirmed by overall high mean of 4.39 and low Standard deviation of (Standard deviation = 0.50). it meant that Teachers Performance Appraisal and Development (TPAD) innovation and creativity enhanced teachers performance. Deputy Principals response revealed that the following items had

mean above 4.00 indication agreement: Creativity and innovations improved organization of learning contents to enhance teacher performance, adoption of ICT power point assisted teachers to use teaching aids that could be unavailable in schools, use of E-books reduced books disparity among schools, adoption of ICT had improved monitoring and keeping of learners' progress records, teachers creativity enabled them to improvise unavailable teaching aids to enhance teaching outcomes, creativity and innovations had reduced shortage of learning materials thus improving teacher performance, use of ICT allowed simulation of models to explain complex concept that enhanced teachers' performance and that TPAD had influenced teachers to adopt ICT in teaching.

The findings of the study were supported by Didinya et al. (2017) who found that innovation and creativity in teaching enhanced access to E-learning materials that enhanced teachers performance. The study argued that use ICT made schools to move away from physical libraries. Kareithi (2018) found that innovation and creativity encouraged teachers to improvise teaching aids to enhance teachers performance in lesson delivery.

3.4. Heads of Departments (HoDs) Response on Appraisal Innovation and Creativity in Teaching

The study sought to establish the opinion of Heads of Departments on influence of Appraisal innovation and creativity in teaching on teachers' performance by employing likert scale where the opinions of respondents were categorized into Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), strongly Agree (SA). The Table 5 revealed Heads of Departments response on appraisal innovation and creativity in teaching.

Table 5 Heads of Departments (HoDs) Response on Appraisal Innovation and Creativity in Teaching

Statement	SD	D	N	A	SA	Mean	ST.D
Use of ICT integration in teaching has enhanced access to teaching materials.	1 (1.9%)	7 (13%)	3 (5.6%)	15 (27.7%)	28 (51.8%)	4.15	1.11
Creativity and innovations improve organization of learning contents.	1 (1.9%)	8 (14.8%)	2 (3.7%)	16 (29.6%)	27 (50%)	4.11	1.13
Adoption of power point assist teachers to use teaching aids unavailable in schools	1 (1.9%)	8 (14.8%)	2 (3.7%)	15 (27.8%)	28 (51.8%)	4.13	1.14
Use of E-books reduced books disparity among schools	1 (1.9%)	7 (13%)	2 (3.7%)	8 (14.7%)	36 (66.7%)	4.31	1.14
Adoption of ICT has improved monitoring and keeping learners' progress records	1 (1.9%)	6 (11.1%)	3 (5.6%)	6 (11.1%)	38 (70.3%)	4.37	1.11
Teachers creativity enabled them to improvise unavailable teaching aids.	1 (1.9%)	4 (7.4%)	5 (9.3%)	5 (9.3%)	39 (72.1%)	4.43	1.05
Creativity and innovations has reduced shortage of learning materials.	1 (1.9%)	3 (5.6%)	6 (11.1%)	4 (7.4%)	40 (74%)	4.46	1.01
Use of ICT allows simulation of models to explain complex concepts.	4 (7.4%)	4 (7.4%)	2 (3.7%)	19 (35.2%)	25 (46.3%)	4.06	1.21
TPAD has influenced teachers to adopt ICT in teaching	2 (3.7%)	6 (11.1%)	3 (5.6%)	12 (22.2%)	31 (57.4%)	4.19	1.17
						4.25	1.12

On average, the Heads of Departments agreed that appraisal of innovation and creativity in teaching influenced teachers performance. This was confirmed by overall high mean of 4.25. It meant that Teachers Performance Appraisal and Development (TPAD) innovation and creativity enhanced teachers performance. Heads of Departments responses agreed that following innovation and creativity items influenced teachers performance: Creativity and innovations improved organization of learning contents to enhance teacher performance, adoption of ICT power point assisted teachers to use teaching aids that could be unavailable in schools, use of E- books reduced books disparity among schools, adoption of ICT had improved monitoring and keeping of learners' progress records, teachers creativity enabled them to improvise unavailable teaching aids to enhance teaching outcomes, creativity and innovations had reduced shortage of learning materials thus improving teacher performance, use of ICT allowed simulation of models to explain complex concept that enhanced teachers' performance and that Teachers Performance Appraisal and Development (TPAD) had influenced teachers to adopt ICT in teaching and use of ICT integration in teaching enhanced access to teaching materials that improved teacher performance.

The findings of the study were supported by Okonkwo (2018) who found that innovation and creativity in teaching enhanced access to E-learning materials that enhanced teachers' performance. The study argued that

use of ICT reduced shortage of learning resources in schools. Sifuna (2016) found that innovation and creativity enabled teachers to improvise important teaching aids that were unavailable in the schools.

3.5. Teachers Response on Appraisal Innovation and Creativity in Teaching

The study sought to establish the opinion of teachers on influence of Appraisal innovation and creativity in teaching on teachers' performance by employing likert scale where the opinions of respondents were categorized into Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), strongly Agree (SA). The Table 6 revealed teachers response on appraisal innovation and creativity in teaching.

Table 6 Teachers Response on Appraisal Innovation and Creativity in Teaching

Statement	SD	D	N	A	SA	Mean	ST.D
Use of ICT integration in teaching has enhanced access to teaching materials	13 (8.4%)	19 (12.3%)	4 (2.6%)	20 (12.9%)	99 (63.8%)	4.12	1.38
Creativity and innovations improve organization of learning contents.	11 (7.1%)	21 (13.5%)	4 (2.6%)	24 (15.4%)	95 (62.3%)	4.10	1.34
Adoption of power point assist teachers to use teaching aids unavailable in schools	10 (6.5%)	20 (12.9%)	3 (1.9%)	25 (16.1%)	97 (62.6%)	4.15	1.31
Use of E-books reduced books disparity among schools	11 (7.1%)	20 (12.9%)	8 (5.2%)	18 (11.6%)	98 (63.2%)	4.11	1.35
Adoption of ICT has improved monitoring and keeping learners' progress records	9 (5.8%)	22 (14.2%)	3 (1.9%)	16 (10.3%)	105 (67.8%)	4.20	1.32
Teachers creativity enabled them to improvise unavailable teaching aids	12 (7.7%)	18 (11.6%)	7 (4.5%)	17 (11%)	101 (65.2%)	4.14	1.36
Creativity and innovations has reduced shortage of learning materials.	7 (4.5%)	27 (17.4%)	3 (1.9%)	17 (11%)	101 (65.2%)	4.04	1.42
Use of ICT allows simulation of models to explain complex concepts.	15 (9.7%)	20 (12.9%)	4 (2.6%)	21 (13.5%)	95 (61.3%)	4.04	1.42
TPAD has influenced teachers to adopt ICT in teaching	13 (8.4%)	20 (12.9%)	3 (1.9%)	12 (7.7%)	107 (69.1%)	4.16	1.40
						4.13	1.36

Teachers response in Table 6 indicated that all items had means of above 4.00. The high means were affirmation of agreement that Teachers Performance Appraisal and Development (TPAD) appraisal of innovation and creativity in teaching influenced teachers performance. This was confirmed by overall high mean of 4.13. Teachers response revealed that the following items had mean above 4.00 indication of agreement: Creativity and innovations improved organization of learning contents to enhance teacher performance, adoption of ICT power point assisted teachers to use teaching aids that could be unavailable in schools, use of E-books reduced books disparity among schools, adoption of ICT had improved monitoring and keeping of learners' progress records, teachers creativity enabled them to improvise unavailable teaching aids to enhance teaching outcomes, creativity and innovations had reduced shortage of learning materials thus improving teacher performance, use of ICT allowed simulation of models to explain complex concept that enhanced teachers' performance and that Teachers Performance Appraisal and Development (TPAD) had influenced teachers to adopt ICT in teaching and ICT integration in teaching to enhance access to teaching materials that improved teacher performance.

The findings of the study were supported by Kormla (2017) who found that innovation and creativity in teaching enhanced access to E-learning materials that enhanced teachers' performance. Makhanu (2016) found that innovation and creativity reduced shortage of learning materials in schools. The study argued use innovation and creativity had mitigated the syndrome of school sizes in terms of access to learning resources.

3.6. Mean of respondents on Innovation and Creativity

The overall Mean = 4.283 indicated that innovation and creativity determined teachers performance. The findings of the study were supported by Kareithi (2018) who found that innovation and creativity accounted for teachers' performance.

Table 7 Time Management on Teachers Performance

Respondents	Mean
Principals	4.36
Deputy Principals	4.39
Heads of Department	4.25
Teachers	4.13
Overall	4.283

4. CONCLUSION

The study concluded that innovation and creativity in teaching influenced teachers performance. Based on respondents (Principals, Deputy Principals, HoDs and Teachers) the study concluded that innovation and creativity in teaching influenced teachers performance in Kiminini Sub- County, Kenya. Based on high Means of all categories of respondents (Principals, Deputy Principals, Heads of Department and Teachers) the study concluded that innovation and creativity in teaching influenced teachers performance in Kiminini Sub-County, Kenya.

5. RECCOMENDATIONS

The study recommends that teachers should incorporate innovation and creativity in teaching to enhance access to learning materials. The study suggests that principals in conjunction with Teachers Service Commission agents to organize for workshops and seminars to equip teachers with computer skills in order to change their mindset to adopt ICT in teaching.

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