

**PRINCIPALS' MOTIVATIONAL STRATEGIES AND THEIR  
IMPLICATIONS ON TEACHERS' JOB PERFORMANCE IN PUBLIC  
SECONDARY SCHOOLS IN MOMBASA COUNTY, KENYA**

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## DECLARATION

I declare that this project is my original work and has never been submitted to any university or any learning institution for any award or certification. This project has been complemented by referenced sources duly acknowledged, where text, data (including spoken words) graphics, pictures or tables have been borrowed from other sources including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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## **DEDICATION**

I dedicate my research to my family and friends for prayers and encouragement they gave me over my study period.

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## **ACRONYMS AND ABBREVIATIONS**

EFA	Education for All
MARRA	Monitoring Assessment, Reporting, Recording and Accountability
NCSTI	National Commission for Science, Technology and Innovation
NCES	National Center for Educational Statistics
PLC	Professional Learning Communities

## ABSTRACT

The study purposed to assess principals' teacher motivation plans and the implication on teachers' job performance in public secondary schools in Mombasa County, Kenya. The problem statement shows the significance of the aim of the study which found obtainable influence of Principals' motivational approaches on teachers' job accomplishment of their job which is crucial to students' job performance. The following objectives directed the study: to establish the effect of rewarding on teachers'; to establish the inference of principals' recognition of teachers' efforts and to determine the implication of principals' support for professional development of teachers' on their job performance in public secondary schools in Mombasa County. The study used expectancy theory of motivation and two-factor motivation theory. A cross sectional survey research design was used in the study. The study targeted principals and teachers of public secondary schools in Mombasa County. A sample size of 228 respondents was used. The main tool for data collection were questionnaire. Pearson Correlation Coefficient ( $r$ ) was calculated at 0.72 to determine reliability of instruments. The Statistical Package for Social Sciences (SPSS) was used to analyse quantitative ('soft' data); the software has a systematic coding that sort materials into groups based on hierarchy, assigning colours, weights and defining variables to text segments. Quantitative data being the 'hard' data that can be broken down into coherent pieces was analysed by use of data tabulation techniques and descriptive statistics. It entailed attaining total scores for every subject in the study and presenting statistical data in frequency distribution tables via descriptive statistics. The findings showed the principals and teachers believed rewarding teacher encouraged their job performance positively and extensively. It also found regular recognition of teachers' effort had a positive impact on teachers' job performance. This was also encouraged with positive working environment created by the principal. The study concluded that principals' support reward system, professional development and recognition had positive effect on teachers' job performance. The study recommended that principals should improve the extrinsic motivation factors. The head teachers should also maximize on a more reward-oriented system as opposed to the punitive strategy to facilitate effective teacher job performance.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Introduction**

The background of the study points out on views of the overall notions that the research pursued to cover starting with the worldwide view confining it to the area of study. The problem statement shows the significance of the aim of the study which found obtainable influence of Principals' motivational approaches on teachers' accomplishment of their job which is crucial to students' academic performance. The study was limited to Mombasa County since there was limited time and resources. The research provided vital information of just how motivational approaches laid by secondary school management influences educators' job performance. The motivational strategies include recognition of teachers' efforts, rewards/ incentives given to teachers, professional development of teachers, advancement and growth. It is significant to note that little investigations has been carried out on the area of motivational approaches that can change how teachers carry out their duties in the respective schools in Mombasa. The research gap this study sought to fill was on literature on how relevant participants could be utilised not only to create conducive working environment for teachers as well as principals but also conducive learning environment for the learners.

## **1.2 Background of the Study**

Teacher motivation can be defined as internally generated drive to achieve a particular goal which could be students' academic performance. The positive motivation factors of teachers include self-efficacy, valuing and mastery orientation while the negative factors of teachers' motivation are anxiety, uncertainty control and job performance avoidance (Collie & Martin, 2017). Teachers who are motivated enjoy their work, navigate different challenges and setbacks in their workplace and they don't give up their work easily.

Motivation is described as what makes an individual to follow certain ways where they direct their energies for sustainability (Fiumara, 2016). Motivation is divided into two internal and external. Intrinsic motivation is the inherent interest or the ability to enjoy doing something while extrinsic motivation is doing something because it leads to distinguishable outcome.

The principal as the manager of a secondary school is thought to be the leader of the teachers and the students in a school. Successful school is determined by the ability of the top management to motivate their teachers (Fiumara, 2016). Srivastava and Bhatia (2013) argued human behaviour is driven by motivation that leads them to achieve particular goals.

Globally, motivation is seen as the internal strength which creates a desire and leads teachers to continue working hard to achieve the goals of the school. Ferreira (2017) in her study on motivational factors in sales team management and their influence on

individual performance found out that motivation boosts the performance of motivated employees who then direct their energy to achieving the goals of the organization. The study also established that when an employee is able to meet personal and acquire new skills (intrinsic) then their motivation is high. The extrinsic factors that helped employees feel motivated included transparency and loyalty in interactions with the bosses and trust. This implies that motivation is an essential contribution to a school success and it depends on the management and leadership of the teachers to remain motivated. The principals are hence mandated with the maintenance of the motivation among teachers.

UNESCO (2017) in study in working paper on Teacher support and motivation emerging issues defined teacher motivation as an understanding that brings about different ways, procedures and stages of understanding of what drives teacher motivation. The study also notes that teacher motivation is personal and is affected by different satisfiers, personal expectations and motivation drives. The paper came up with common factors that affect teacher motivation which included evolving education context, low salaries and compensation, working conditions and living conditions; declining status of the profession, opportunity for autonomy, self-actualization, empowerment, and decision making control within the classroom and school environment. Other factors include traditional support strategies, the necessary factors found within the school framework.

UNESCO (2017) came up with some recommendations that include recognizing that teacher motivation must start with teachers themselves, hence opening opportunities

for participative reflection on school improvement strategies. There is need to look out to teachers to help reflect on their performance and propose micro-innovations to education and instructional challenges in class. Include support for teachers in difficult teaching context, promote effective school leadership, support and management and provision of opportunities for collegial support within the school and outside the school that is formation of peer learning and on-going professional development. This means the school principal should borrow some motivational strategies.

In Sub-Saharan Africa, Apolline (2015) in Cameroon on motivational strategies used by principals in the management of schools in the case of some selected secondary schools in the Fako Division of the Southwest Region of Cameroon found out that motivational strategies employed by the principals should impact positively or negatively on the attainment of the school goals depending on the administrative and managerial styles of the principal. The study found out the strategies include empathetic, supportive, caring and just on academic and disciplinary matters; positive leadership, and transformational leadership style helped teachers to feel motivated.

An institution is termed successful when the leader offers inspiration through offering a rewarding and an appealing work atmosphere for the employees. This reduces the staff turnover since there is support from the manager hence reducing the cost of recruitment. This calls for the manager to take interest in learning what keeps the employees motivated at all times through the rewarding system. The incentive

packages offered to employees though a challenge in many organizations are very important in maintaining motivated employees (Falola, Ibidunni, & Olokundun, 2014).

The school principal on the other hand needs to have knowledge on what incentives to offer to his staff to sustain high level of job performance in Cameroon (Falola et.al., 2014). This implies that the school principal have to shape up the motivation factors within their schools. Lourmpas & Dakopoulou, (2013) notes the need for the school principal to recognise what inspires teachers and make use of it. This will help teachers become more efficient on their duties and perhaps motivate them to have a positive outlook on their teaching.

In many cases schools offer scarce rewards hence reducing the morale of teachers and this may have a high impact on the academic performance of the students (Peterson, 2015). There is need therefore for school principals to identify approaches that would help and maintain teachers professionally motivated. Hans (2016) notes that teachers are more contented with their work when the school principal is able to create an enabling environment and they are motivated. This means they will be excellent in their teaching profession as well as they will be willing to remain in this career. Therefore the need of the principals and researchers to come up with teacher motivation dimensions for full optimization of the skills for better performance.

Zalwango (2014) in a study on the role of motivation in enhancing teachers' performance in private primary schools a case of St. Mary's International schools in Tanzania, found out that teachers who are motivated will give their all and this will improve their job performance. The principals should maintain a professional code when dealing with teaching and learning. This is because the teachers view of the organizational efficient and self-conception will help in shaping their equity.

On the other hand, Lipsey, Opoku & Donyina (2015) notes that improved working environment, handsome salary are motivating rewards central on teachers' job performance. The study suggests that teachers should be involved in making decisions on matters relevant to such institutions helping them to own up their institutions hence sacrifice to work hard to achieve the goals of the institutions.

Job performance refers to accomplishing given tasks (Griffin, 2012). Teacher job performance may be said to be the work carried out by a teacher in a particular time in a school. This can be measured using the level of job satisfaction, attitude, commitment, feeling of challenges within the working environment, job meaningfulness and responsibility may result to high job performance. This means that when a teacher is satisfied then the level of job performance is increased and thus committed to their work. Job performance is important to ensure the quality of instructions in school (Nwosu, 2017). Zalwango (2014) notes that job performance can be as a result of quality and quantity, timeliness of outputs, cooperation and presence of work.

It is important to note that the ethical influence of epistemological and egocentric consideration of the teacher on the pedagogy (Eyal & Roth, 2011). This can be achieved when the school principal uses teacher centred approach in their educational leadership. The principal should show concern for the teachers needs and show positive attitude towards their welfare. Mpho (2016) notes that the teacher centred approach helps them to feel appreciated and the teachers develop an independent working approach that improves students' performance.

According to the Arain, Jafri, Ramzan and Ali (2014) on the evaluating of the impact of teachers form of compensation on students' performance, the study found that teachers who were compensated well stayed long in the career and their students' performance was excellent. This means the teachers felt appreciated and recognised for their efforts in the classroom. The study also revealed that teacher recognition was also felt when they got involved in decision making within the school, they were recognised by the parents and other stakeholders within the school and outside the school. Cole (2012) on the other hand noted that teachers felt empowered when they were given recognition from both the school authority and the other stakeholders within the school. This helped them feel motivated and gave them a positive attitude towards the school managers.

Teacher enablement rises enthusiasm within the school environment. Bogler and Nir (2012) on their paper on effects of teacher enabling bond amid teacher's view of their school care, external and internal motivation, found out that empowerment of teachers influences the intrinsic motivation in self-efficacy. The results also found

that leadership affected the motivation of employees. However, Fiumara (2016) noted that the principal should cultivate internal motivation by inspiring and creating relations which are positive.

It is important that teachers were happy when they were praised and given feedback by their colleagues as well as the principal. This raised their self-esteem, confidence and sense of belonging. Fiumara (2016) notes that teachers long to be recognised and be praised because of their achievement. Maroa (2013), Thuraniira's (2010) found that teachers felt optimistic when they were recognised by the school management improving their motivation and quality of education offered. The study reported half of the teachers were content when they were recognised in which method for their efforts.

Kyara (2013) note that teacher motivation was almost to get into a crises in Tanzania because younger teachers were not okay with the motivation offered to them. This was because the government did not allocate funds for motivation of teachers and the school had to depend on themselves. Teacher felt disadvantaged with this especially where the school had less students and hence the school had to forgo the motivation systems that would help the teachers feel gratified when appreciated. The administrative management should be committed to the school. For instance, in South Africa, the Ministry of Education (MoE) have accorded the teachers a tailor made compensation to reward their critical skills. This reduces employees turnover hence reduce the cost of running the school. A fund has also been introduced to help

inspiring employees to advance their knowledge, skills and ability through continuous education (Makhuzeni, & Barkhuizen, 2015).

A study by Zalwango (2014) in Tanzania on enhancing teacher's motivation on job performance within private primary school in the case of St. Mary's International Schools found that though teachers lacked motivation this did not affect their job performance. This was because there was proof on teachers going to work early, giving tests regularly and participating in other school events. The study also revealed that the teachers wished to be recognized for the good work and improvement of available facilities to be carried out.

Several Studies in Kenya have looked at teacher motivation on students' performance (Muturi, 2015; Mutua, 2016, Owala, Odongo and Raburu, 2016). Owala (2016) noted that teachers required to be motivated even though they had motivation to increase the output in public institutions. While Mutua (2016) noted that a school managers who had a well-balanced reward and recognition program for teachers' resulted in high student output. On the other hand he noted that the most de-motivating factors were unresolved personal problems, inadequate increase in pay and bonuses.

Teacher motivation had an influence on teachers' job performance. Wanjala (2012) in his study carried out in Vihiga Sub-County on the motivation of teachers and teachers' job performance, found out that teaching required sacrifice given to the institution by the teachers. However, when little is done to motivate the teachers, the

school receives perennial poor academic performance. A study by Ocham (2010) on consequences of school manager motivational practices on the instructor job performance in Koibatek District, discovered that a bulk of respondents apparently recommended principals to focus on talks and workshops, for improving their motivation. Therefore, noting that teachers were often involved in decision-making, their motivation level is elevated.

Teacher professional development when used as a strategy for motivation by the principals has an impact on teacher motivation. The professional development intends to add content knowledge as well as pedagogical content knowledge. For this reason teachers may choose to attend professional development courses and workshops (Mutua, 2016). She notes that the professional development courses may address different content knowledge, pedagogical content, or combine both. This support may be necessary to help them carry out their pedagogical roles effectively. This motivates the teachers since it shows that the principal has a positive thought about their professional development.

Chemboi (2014) noted that the principal support, communication and having a close relationship with the teachers resulted in enhanced job performance and this resulted to improved student performance. This meant that the school leadership should be in the forefront in making teachers feel recognised and appreciated. There are different ways of appreciating the teachers which may include but not limited to cash rewards, recognition, involvement in decision making, and handling teacher evaluation effectively. Kelvin (2016) notes that motivation brings the best in teacher's

facilitation of knowledge and skills acquiring among students hence improved performance.

In Mombasa County studies carried out are on job satisfaction but not on motivational strategies. This means there is need for a research to be carried out to fill the gap on motivation strategies used by the principals to help teachers in their day to day job performance. This study therefore sought to establish principal's teachers' motivational strategies in public secondary schools in Mombasa County.

### **1.3 Statement of the Problem**

The responsibility of transferring knowledge into accomplishment cannot be overemphasised as coming from teachers. It is important to note that no nation can be great if its teachers are below average. Yet, it seems that most educators in secondary schools are found to be less motivated to perform their duties as result of modest motivation strategies used by the school principals (Okorie & Usulor, 2016). On the other hand most principals lack ability and proficiencies to motivate their teacher's hence creating undesired environment. This creates anarchy between the teachers and the principal.

Teachers with low self-esteem may lack stamina to develop their potential this is because they feel unappreciated and this makes them lack creativity. Lack of motivation among teachers at work may lead to modest performance among students especially for national examinations. Wambasi (2015) noted that poor performance in majority of the schools shows there is a problem with motivation strategies used

to motivate teachers. A study by Mustafa and Othman (2010) examined the effects of motivation strategies on teachers' job performance. The found that the greater level of motivation increased the job motivation among teachers and reduced teachers absenteeism and poor performance. This study therefore sought to assess the strategies applied by principals to motivate teachers and the effect they had on job performance in public secondary schools, Mombasa County, Kenya.

#### **1.4 Purpose of the Study**

This study purposed to make an assessment on motivational strategies used by principal to motivate teachers which include and not limited to incentives, compensation, working environment, working conditions, rewarding, recognition, support for professional development, and their implications on teachers' job performance in public secondary schools, Mombasa County, Kenya.

#### **1.5 Research Objectives**

- i) To assess how the principals rewarding as a motivational strategy effects teachers' job performance in public secondary schools in Mombasa County.
- ii) To establish how principals' recognition of teachers' efforts as a teacher motivational strategy influences teachers' job performance in public secondary schools in Mombasa County.
- iii) To explore the influence of principals' provision for professional development as a motivational strategy influences teachers' job performance in public secondary schools in Mombasa County.

## **1.6 Research Questions**

- i) To what extent does rewarding strategy by the principal affect teachers' job performance in public secondary schools in Mombasa County?
- ii) To what extent does recognition of teachers' efforts by the principal affect teachers' job performance in public secondary schools in Mombasa County?
- iii) What effect does principal's support for professional development have on teachers' job performance in public secondary schools in Mombasa County?

## **1.7 Significance of the Study**

The study results may be significant to school administrator in getting insights on what methods of motivation to use to improve on teacher job performance. The findings may also be useful to teachers to enable them understand how different motivation strategies used by the school manager affect their performance.

The results may benefit education backers to deliberate motivational strategies that would improve teachers' job performance for positive output. The study may also provide insight for future scholars in their endeavour to improve on the teacher motivation strategies as a base for knowledge gap.

## **1.8 Limitations of the Study**

The period was restrained when data was being gathered for this study. The researcher hence had to train and involve research assistants who helped in data collection. Resources remained a significant constraint. Some teachers exited the study population for fear of victimisation by others because of the information shared. For confidentiality reasons the researcher explained that the information was only for purposed for scholastic.

## **1.9 Delimitation of the Study**

The research remained delimited teacher motivation strategies used by principals. This is because the information was to help answer the researcher objectives.

## **1.10 Assumptions of the Study**

The research basic assumptions were:

- i) The responses shared were relevant evidence would help in answering the researcher objective
- ii) Teachers had knowledge of the different motivation strategies the principal adopted
- iii) There was a relationship between job performance and principals' teachers' motivation strategies
- iv) There was an association linking teacher motivation and teaching / learning outcomes.

## **1.11 Theoretical Framework**

This study was guided by the expectancy theory of motivation by Victor H. Vroom of 1964 in giving an abstract construction on employees' motivation on their work performance. Redmond (2013) opines the theory to state that individuals get motivated especially when their belief system tells them that decision will result to their anticipated results. This implies that individuals change their behaviour based on the anticipated results. This means teachers are able to put much or less efforts depending on what they expect to be the results. Redmond (2013) also notes that the teachers perception of the school climate and subsequent interactions arise because of individual prospects.

The theory also suggest that when the expected results are good, and the rewards are desirable then the employees will be highly motivated. This means teachers are going to identify with enhanced effort enactment as a results of effort which results in promotion, monetary rewards, appraisal and recognition.

The Vroom Expectancy theory is founded on three constituents which include:

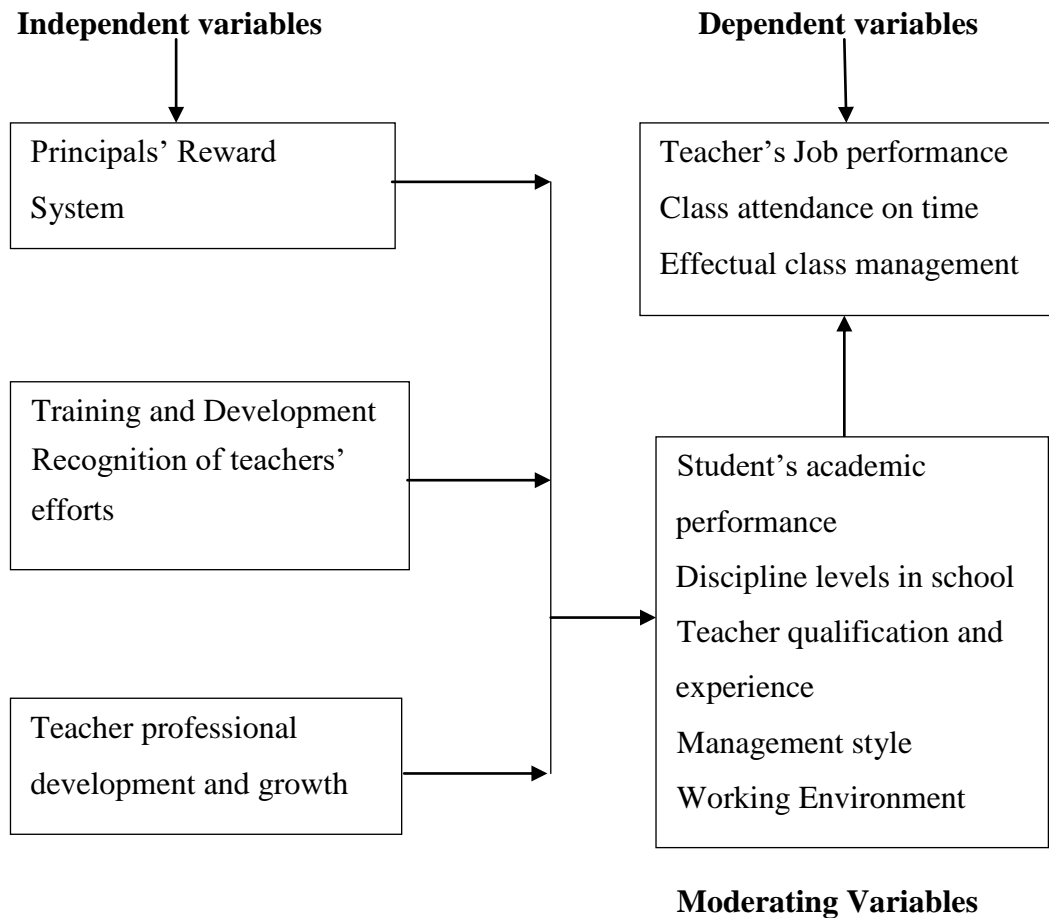
The first basic assumption is that increased efforts will result in better performance (Redmond, 2010). This means people vary greatly, that if one individual believes their effort had an effect on improving their accomplishment another one may believe that their effort will result to nothing. This means that when one has no ability this will decrease their expectancy. Teachers therefore should receive proper training to increase their level of expectancy. The school manager therefore need to remember that when one creates ideas to motivate their teachers they should encourage them and build self-efficacy that would increase their expectancy. To increase teachers' expectancy, there is need to avail teachers materials, physical facilities and equip the computer rooms and laboratories. This helps them to meet their targeted job well.

The second factor is the valued outcome which is as a result of employee performance by being instrumental. Instrumentality means the identification of the relationship between performance and the outcomes. The existence of belief and admiration of the teachers who are involved in decision making towards the reward and being transparent in the process of getting rewarded (Azaliwa & Casmir, 2016). For instance, when one is instrumental in completing more work than other, the

question is do they then deserve the promotion before others? The variable that may affect instrumentality may be faith leaders and on policies indicating how the rewards is given. In other words, instrumentality is seen when there is a condition upon which a particular outcome results (Redmond, 2010). This means motivations lack when people cannot connect performance level to possible outcome. Teachers will be motivated if there is a relationship between their devotion to perform and the outcome.

Redmond (2010) argues that valence is the third factor of expectancy theory. This means the separate alterations in the level related to any particular outcome. For example, an employee who is motivated by the form of a reward may not be motivated by recognition through promotion. This means it is the importance one puts in the form of reward given. Therefore, motivation for teachers should be considered on the attached worth of continued results. Hence, putting into consideration the expectancy contains factors that instrumental. These include effort, performance and reward. Teacher's motivation, therefore be considered on the three areas and which will make them work to the best of their ability.

### 1.12 Conceptual Framework of the study



**Figure 1.1: The Conceptual Framework**

Source: Author, 2018.

The Figure 1.1 is the conceptual framework which indicates the association amid independent and the dependent variables. Motivational strategies represent the independent variables: Principals' reward system, appreciation of teachers with incentives such as certificates, monetary awards, and teambuilding trips among other awards motivates teachers to work towards result oriented job performance: produce good academic results, timely attendance to duty and effective management of classes; thus, dependent variables.

The independent variable, recognizing the teachers' efforts, exposing them to trainings and professional development, better teaching skills also leads to teacher's motivation through continuous professional development. Job performance improves when teachers are also attending in-service training.

The control variables that may determine job performance in school may include level of discipline in the school and students' performance, teacher qualification and experience, the principals' management style as well as working environment. These variables provide significantly to the dependent variables as well as the independent variable in accordance with the school climate provided. Figure 1.1 displays the association amid the different intervening variables and the dependent and independent variable. Thus high student academic performance may also motivates teachers. Other teachers may be motivated by recognition, as well as students discipline, have adopted culture of being firm in their work.

### **1.13 Operational Definition of Significant Terms**

**Instructional leadership** refers to leadership given teachers on areas of teaching and guiding them in the process

**Motivation** refers to enabling the people to become self-driven as well being able to deliver the desired goals in the school or other institution.

**Principal** refer to a person heading the institution and given the mandate of management and lead others within the institution to achieve the institution goals.

**Job performance Based Compensation** refers to doing a job on the basis on the amount of reward received for the work done.

**Professional development** refers to growth in the work one does or career growth through gaining skills of know how.

**Secondary school** refers to the level of education higher than primary level of education and below higher learning

**Staff recognition** refers to acknowledgement of teachers or other workers for work well done through promotion.

**Teacher** refers to a individual imparting comprehension through teaching skills to others such as students of all levels

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

The section entails the following; the concept of work motivation, trends in teacher motivation and past literary work on teacher motivation factors. The study also entails the summarised literature review.

### **2.2 Teacher Motivation**

Motivation can be said to be the force that drives one to gain a certain behaviour which is characterised by willingness and volition (Lai, 2011). This means motivation stimulates one's behaviour to accomplish certain goals. It is important to note that motivation can be divided into three parts that is initiation, determination and concentration. Initiation means that at the start the assessment to pledge a conduct determines the sustained exertion concerning an objective equal though difficulties can be real, such as enchanting additional teaching options in edict to make a quantity though it needs important asset of time, liveliness and capital (Barasa, 2015).

A study by Onanda (2015) noted that motivated employees will not under any circumstance bring down their job performance. The study found out that trust, respect and high expectations were seen by majority of the employees (71%) as a form of motivation, noting that as employees desire respect from management, colleagues and self. Other factors that affected job performance was promotion and growth.

Teachers are personnel of the educational establishments and their occupation satisfaction endorses teaching and learning. Employees will show agreeable optimistic attitudes when they are satisfied with their work (Muguongo, Muguna and Muriithi, 2015). There are different ways of motivating teachers according to their needs.

Mutua (2015) notes that needs are basically motivations which if they are offered to the worker/teachers would enable them to become more competent and effective on their jobs. Marques (2010) also notes that motivation is what people needs to perform their activities better. This means that motivation among the teachers should be meeting their expectation from the school principal as well as their employer to be able efficiently deliver learning hence good performance among the students.

Re'em (2010) in study on motivational factors of employees found out that decent operational conditions, exciting work, and suitable remuneration had a high motivation among employees. This means that many of the employees were attracted by the reward system in their organization to perform highly. This should also apply to teachers with a better reward/ payment package then the level of job performance should go up. Intrinsic rewards were ranked well than extrinsic rewards (Onanda, 2015).

There are two types of needs for teachers to performance. These are physical needs and career development needs. The physical needs are those that meet how the

teacher living conditions are that is the basic needs while the career needs are job security, individual achievement, collegial and power. This means motivation is the ability to receive energy, identify the goals and support the teachers to achieve their responsibility hence good performance (Gitonga, 2012).

Since motivation is a self-driven factor that one does not need to learn or acquire new knowledge can be used to improve the teacher job performance. Teachers who are motivated have two characteristics which include; their own ability to teach and the student ability to learn (Appolline, 2015). The motivation of teachers is reflected on the teachers' great personal effort in building an arousing learning environment.

Appolline (2015) notes that motivation is an important factor therefore the school administration and the staff should enable a teaching and learning environment. This means for learning to take place the interest of the learner is the underlying factor as no education can take place without motivation. Motivation takes a centre role in learning and teaching this is because the teachers and the learners must frame their pinion for teaching and learning, concentration and momenta on the task or skill dishing and acquiring.

According to the motivational theories the managers should understand the needs that motivate their employees and reinforce appropriate behaviour. Burton (2012) notes that the motivation theories gives examples of needs that affect employees motivation. These needs include both extrinsic and intrinsic needs. Motivation is looked at as the reasons why employees change their behaviour, why they are

involved in aspiration as well as the emotions. School performance on the other hand is determined by the efficiency of the tutors. The school climate helped teacher to continue in professional development, involvement in decision making to meet their needs. Therefore, the need to evaluate the teacher commitment, motivation and retention (Ozgenel & Mert, 2019).

Tehseen & Hadi (2020) argue that teacher motivation has been affected by different factors such as low morale, with minimal participation in decision making, poor working condition and inadequate incentives. The results also indicate that teachers may leave the profession because they lack sufficient motivation.

Onyambu (2014) noted that in African teachers working condition, poor motivation combined with low morale, minimal enticements, insufficient regulators and other development consents as well as political influence in the school are of a great concern. This has led to deprived and diminishing excellence of education which increase in private schools. Onyambu (2014) recommends the need for the government through the Teachers Service Commission (TSC) to evaluate motivation factors that would help teachers improve their morale. The study also adds that there is poor human resource management practices which may also have a serious demotivation factor for teachers. The study recommended that teacher management should be looked through and improved to increases teachers motivation. This would mean teachers are retained and quality education is achieved.

Teacher motivation is not affected by pay but by other forms of incentives. Mhammad & Al-Salameh, (2014) found that intrinsic motivation was found in the freedom teachers get to explore new ideas, involvement in decision making as well as getting other responsibility within the school. A study carried out in Australia also found teachers were highly motivated by different factors such as desire to make a social change, shaping the future and working with children (Stirling, 2016). Iliya & Loko (2015) also noted that teachers motivation was in the desire to make a difference as well as impart knowledge among students.

When teachers are content with their career they are able to detach themselves from motivation factors and their needs goes to reaching their self-actualization (Eyal & Roth, 2011). The teachers therefore will not be worried about the strategies used to motivate them since they are able to find their gratification in what they do. A study by Fraser (2012) found that the teacher was more concerned with the financial gains before even joining the profession. This means the teachers would results to depressive behaviour if the financial motivation is withdrawn. Teachers morale on the other hand was influenced by students participation in class. Decker (2010) noted that motivation of teachers was as a result of students being active during the class interaction. This created a good atmosphere for both the teacher and the students hence learning took place.

Mhammad & Al-Salameh (2014) found noted that students achievement influenced teachers motivation. When students' performance went up the teachers felt appreciated and that they were not giving their time for nothing. Teachers felt

productive when students performance was high hence results in a happy school environment. This means teachers are more committed in their work when students performance is excellent.

Ogunlade, Kamonges & Abdulkadir (2015) found out that teacher commitment is a form of motivation since the job performance will be high hence improved teacher competence. The study recommended that though teachers were committed there was need for fairness from the school principal when it comes to the promotion process. This could be achieved when promotion was done on merit, experience was evaluated and skills gained overtime.

The real teamster of job performance is motivation of teachers. Reports shows that the job performance of teachers definitely correlates to motivation (Rasheed et al., 2010; Shah et al., 2012; Afull-Broni, 2012; Asim, 2013). The incentives for teaching staff once improved and presentation progressed. The indication reinforced by a study carried out in both industrialised and emerging countries (Uzonna, 2013; Zameer, Ali, Nisar & Amir, 2014), and (Uzonna, 2013). The results from this study indicated there was a optimistic association between motivation and job performance which was controlled by teaching, level of education and research knowledge (Rasheed et al., 2010; Shah et al., 2012). The meaning was tuition, education levels and exposure were liable of influencing job performance.

## **2.3 Approaches to Motivation**

There are different motivation approaches and theories that affect learning and teaching. These approaches include the behavioural, humanistic, cognitive and socio-cultural concepts and offer different motivation explanation on learning of human behaviour (Zhou & Brown, 2015). There is need to evaluate the working relationship that motivate employees from the different motivation theories. Human motivation therefore can be defined through the four motivation theories which are able to answer 'what' and 'why'. They are also used as analysis tools for teachers' motivation in public secondary schools.

### **2.3.1 Behavioural Approach to Motivation**

Zhou & Brown (2015) argues behaviourist look at motivation as a result of rewards and incentives. They noted that rewards are awarded to a person as a form of recognition for the effort or achievement. They also noted that an incentive can be used to inspire conduct or performance. The incentives are like self-drives that pushes the employees on job performance while the reward on the other hand is what the employee will received after a job is performed. Behaviourists then may mean motivation is to acquire a new behaviour. Teachers then ought to have the self-drive that would help them in achieving their daily activities with little or no supervision as well as expecting to receive something at the end of the job performed as a result of their efforts (Luce, 2008).

### **2.3.2 Humanistic Approach to Motivation**

The humanistic approach looks at motivation as an ongoing process that helps integration, intentionally guided, with choices of values that hierarchical and ever expanding conscious awareness (Bland & Derobertis, 2017). The individual also have to empathic to understand their experiences. The self-esteem of the teachers has to be high increasing the depictions of what is happening (Javadi & Tahmsbi, 2020). The information passed to learners must fit into the needs of the learners to facilitate the learning process therefore creating an educational experience. This means the teachers will apply empathetic approach to understand the experiences of students as active participants in class. The motivation being a progressive process of interactive serving with capacity for growth and change (Bland & Derobertis, 2017). The meaning is that the teacher will feel fulfilled when they are able achieve self-actualization in relation to the subject matter and their potential of using their abilities. The teachers are motivated to exploit their potential from within.

### **2.3.3 Cognitive Approach to Motivation**

Zhou & Brown (2015) argues the cognitive approach looks at behaviour as being swayed by the thought processes. This implies that human search for meaning after their thoughts have been stimulated. This may affect the way they will view success or failure, achievements, expectation and interpretation of the events in place of work.

Motivation therefore is seen as cognitive of mental processes in human behaviour. The way one will react to the external event with their thought processes. Cognitive theory is related to the internal motivation or motivation from within a person as a

results of events that are happening and the way the mental processing of the event. This implies that teacher's mental process of the behaviour of the principal, students and parents towards them may affect their motivation. Eccles & Wigfield (2014) argue that teachers sought optimal stimulation and challenging activities which helps them find intrinsic motivation because they have competence needed for job performance. This can only be maintained when teachers feel more competent and self-determined.

Cognitive psychology suggested that motivation is important to both teachers and students for learning to be effective. Cave & Mulloy (2010) argues that for teachers who have different achievement goals and may have set for themselves and their students this may differ since they compare with other teachers. This is because these teachers judge their capabilities with those of others in their institution hence they end up avoiding particular areas which they feel they are not competent.

Cave & Mulloy (2010) after the integration of several motivation theories such as the concept of Seligman noted that teacher potential reactions to experiencing failure. They attribute teaching difficulties to internal, stable and uncontrolled factors such as lack of teaching experience. This may result in them believing that success could not be achieved in which circumstance. This means the teachers had a learned helplessness and a low expectancy of success. Thus they may end up being disillusioned and unmotivated hence reducing the effort for professional engagement.

On the other hand, when the teacher lacks motivation this can be attributed to motivational discrepancy. This means if the teacher does not integrate the model of motivation on teachers' experience then teachers may experience burnout and their attainment may be low (Cave & Mulloy, 2010). They found that teacher self-efficacy when integrated to the motivational model, resulted in low performance expectation. This means teacher efficacy belief would result in lower expectancy of positive students' outcome. Although the teacher self-efficacy can also influence the level of intrinsic and extrinsic motivation and this may increase when the teacher has a high level of competence in professional tasks and development. Then the teaching goals will seem more valuable.

#### **2.4 Motivation Strategies**

Motivational strategies are ways of encouraging certain persons to have goal-oriented behaviour. This is because behaviour in human beings is very hard to understand and promote it. Hence can be said to be the stimulant used to help consciously achieve systematic and lasting positive effect on a human being (Appolline, 2015).

Motivation strategy is the development system that helps employees within the organization to actively contribute to achievement of the organizational goals (Muchelule, 2015). Holbeche (2009) notes that motivation strategies are supposed to help strengthen the behaviours and other aspects of job performance. Hence the need to meet the basic needs of the employees. This is also emphasised on by Guajardo (2011) who notes that teachers' basic needs should be put first for them to

attain profession goals as well as self-actualization in their jobs. By creating an enabling environment where extrinsic basic needs and environmental issues are sufficiently encountered, the extra inherent elements are more influential in motivating efforts, job performance and professional behaviour will be achieved in the long run.

On the other hand, motivational strategies have an influence on teachers' job performance hence influence quality of education. This is because the principal as the head of the school is mandated with the responsibility of implementing education policies and teachers are expected to be actors of achieving the goals of the institution and educational objectives (Etomes, & Molua, 2019). Getange (2016) noted that teachers' job performance was affected by the motivational strategies used by the principal in ensuring they achieve the educational goals. This means the principals plays an important role in enhancing job performance.

Luthans (2011) notes that motivational strategy should aim at generating in a teacher, the drive to achieve school goals. This means the strategy should aim at making the tasks more fulfilling to the teacher hence producing intrinsic motivation. An example of the motivational strategies used to increase teacher job performance include, recognition and professional prestige, monetary incentives, opportunities for professional growth, provision of sufficient materials and infrastructure, and listening to teachers' voices (Guarjardo, 2011).

#### **2.4.1 Rewarding and Teacher Job performance**

Rewards are a powerful mode of encouraging employees for good job performance (Kalsoom, Akher, Mujahid, Saeed & Kausar, 2017). It is important to note that planned system of rewards is very important. This may include, pay, recognition, work environment etcetera. The school administration should be able to have a rewarding system that works for its institution in the long term.

Employee payment is a significant measure in determining an employee job performance (Muguongo et. al., 2015).

There are also non-financial motivators, according to Graham as quoted by Burton (2012) there are three top incentives that employees mention are free, such as personal thank-you, written notes on thank-you with principal's signature and praising them publicly (Balton, 2012). The principal should be aware of the needs of each teacher since all them are different. Principal is ensures to put that into account and recognize the difference between each teacher to help him meet their different needs (Burton, 2012).

McCoy II (2017) noted that when an organization have a good reward system, that embraces loyalty and team spirit and people feel appreciated. For fairness recognition of the performance of the organization there is need to create a recognition policy. Davoren (2017) also notes that the organization major goal on the reward system is to maintain employees' motivation. There different forms of rewards that the principal can use such as financial benefits for the teachers, recognition and recommendation for promotion of the teachers. The principal can also allow the teachers to attend training to improve their skills as a key motivator.

Hartzell (2017) also notes that rewards are results of good results earned by the employee. Extrinsic prizes are things an individual receives for a job well done while the intrinsic rewards are positive valued work outcome received by an individual. In a school setting there are different strategies a principal may use such as monetary values for individual. The intrinsic rewards may come in the nature of the teacher feeling personal satisfaction, autonomy and self-actualization and a sense of accomplishment. Cherry (2017) notes that when one is intrinsically rewarded then this increases the feeling of competence and the esteem can go higher. This means the individual teacher is condition by the intrinsic motivation to keep feeling good although this may be hard to keep holding on for longer.

McCoy II (2017) notes that rewards are positive reinforcements used to build a good relationship by the principal with the teachers. Employee's performance is motivated by using a reward in reward management. Motivation therefore is a drive for teachers or people to behave as they do. This means there is a need that is being met. In a school setting many activities may not provide intrinsic reward to motivate the teachers to complete a task voluntarily. Meanwhile when extrinsic rewards are used to motivate the needed behaviour this means then failure in intrinsic value.

On the other hand, Obiekwe (2016) notes that positive compensation is important when teachers work in hardship areas. This is because the compensation plan will incite the teachers to continue working in such harsh conditions. The principal recognizing such teachers when they have performed well will act as a compensation which is much appealing. Mutua (2016) noted that when principal use compensation

system it attracts teachers' retention within the school. The school should help the teachers develop their skills and abilities need to feel motivated. This is because compensation is seen as the most important reward to employees.

Another important factor is the principal giving feedback. Feedback and constructive criticism are also an important part of building a good rapport between the principal and the teacher. The negative reinforcement will help the teacher to adjust their behaviour to avoid punishment and this goes does well as the positive feedback (Obiekwe,2016).

An intangible or psychological reward such appreciating and making a recognition of the teachers is important in motivating teachers on their job performance (Akiba, 2013). When school principal uses intangible rewards such as thanking teachers, gratitude, delegation of authority enhances organization performance (Saif & Siddiqui, 2019). This reduces teachers hopping from one school to another since they feel appreciated. When a principal uses a balanced reward system that has both tangible and intangible rewards this means employees will feel esteemed, trusted and regarded (Saif & Siddiqui, 2019).

Promotion creates chances for teacher professional development and growth which increases level of responsibilities and an increase on social standings. Promotion of teachers in Kenya is directly linked to financial gains with upward mobility (Mugweru, 2013). Wong & Wong (2010) noted teacher promotions are significant factors since the pay rises. This means that promotion becomes a very important rewarding factor. Teachers who perform their duties effectively and are

appropriately trained with more specific skills that help them qualify for a promotion. Recognition of teachers in public and in private by the principal on their performance makes them feel valued. Mugweru (2013) found out that if teachers promotions were made on the bases of teachers' job performance it would meet their expectations. The study also noted that promotion being a complex issue had many dependent factors which lead to motivation of teachers taking their roles seriously. Therefore, the need for the study to examine how principal's rewards affect teacher job performance in Mombasa County.

#### **2.4.2 Principals' Recognition of Teachers' Efforts and Teachers'**

##### **Job performance**

Recognition brings a sense of value to a person. McCoy II (2017) notes that employees can be recognized for the extraordinary behaviour. Teachers can be motivated when they are recognised for quality work. The principal should help the teacher's hard work as a high priority (McCoy II (2017)). This is by helping them understand their values within the school system when getting involved in decision making processes. Principal should also have a regular recognition strategy that picks on positive and successful behaviours with the school among the teachers.

For job performance to be consistent there is need for teachers to be recognised by the management. Umansky & Emiliana (2007) states that recognition is leadership tool that can be used to send a message of importance to teachers and the behaviours that are valued. Muralidharan & Venkatch (2009) that recognition was used to motivate business teachers in India. The study found that there was increased

teacher motivation when the school administrators recognised the teachers. The principal should have a flexible method of recognition.

Day and Sammons (2016) reported that successful principals have a well-defined foresight and mission of the institution. They focus their attention on motivation strategies that motivate the staff and what is important and does not let them divert or side track the initiative of job performance hence achieving the set goals for the school.

Principal as the instructional leader can also motivate teachers through creating an enabling working environment. This is possible when the principal recognizes the strength of the teacher and can give some responsibilities to them on that area (Bradler, Dur, Neckermann & Non, 2013). This means recognition of teachers improves their performance. Recognition also affects the performance depending on the characteristics and personality of the individual teachers (Sapru, 2006). This means the principal should understand the personality of the teachers when choosing the form of recognition.

Mutua (2016) notes that the culture of the school is also important when it comes to recognition of teachers. It is important to understand the culture that has been maintained by the school when it comes to teacher's job performance and recognition. This means the principal is able to communicate the school goals and inspire teachers to achieve the said goals. A visionary leader will build a committed and enthusiast group of teachers by recognise them in their different levels. This helps maintain teacher's motivation throughout and hence achieve the school goals.

The school principal should also be able to give and receive feedback from the teachers to help in improve the methods of recognition. This will impact the teacher's confidence and self-esteem because they will realise they are a valuable to the institution (Blasé & Blasé, 2004). Macharia (2012) argues that when teachers are recognised as well as being given constructive feedback it helps them improve on their job performance and also this create a sense of security and trust with the principal. Recognition could also be given by the colleagues to the teachers through feedback. This acknowledgement and feedback given on their accomplishment also makes the teachers self-esteem and confide rise. This study therefore wished to identify effects of the principal recognizing teachers on job performance within secondary schools in Mombasa County.

### **2.4.3 Principals Support for Teacher Professional Development**

Professional training and development of teachers is an important aspect because of the many changes taking place within the education sector. These changes are continuously affecting teachers hence the need for professional development (Bicaj and Treska, 2014).

Zuljan and Vogrinc (2011) noted that teachers in todays schools should given training to enable them face the latest encounters and duties that are full of challenges when taking new concerns in the classroom. Bicaj and Treska (2014) agrees with this, by indicating the need for professional development among teachers through in-service and continuous development understanding and be skilful that would enable them handle the complex world.

DeMonte (2013) also notes that in every education reforms almost all the conversation is on the support and training teachers which they may require to help them become effective in their work. The most critical thing to remember is that skilled growth, connection amid strategies and application of instruction modification and fundamental accomplishment efforts in a school. Hence the principal should be able to offer unconditional support to help teachers acquire skills that would help them to perform effectively.

The principal's use of professional training and development to woo their teachers may impact on their motivation. Nwosu (2016) found out that professional training and development among teachers influenced their job performance. This was because the principal was facilitating the development of the employees as well as inspiring them to trust and uphold high ethical standards. This also helped them to comply with the rules and regulation of their employer hence encouraging good job performance.

When teachers are given an opportunity to show case their talents through solving complex assignments this helps them learn new skills. Nwosu (2016) found that teacher's professional development through training on new skills helps them handle issues differently and this allows them better job performance. This helps the teacher to become accountable and committed to teaching the new skills that they have gained.

Myung, Martinez and Nordsrum (2013) noted that professional development helps the teacher to become more competitive in their new assignment. This makes the teachers who have learnt new skills become more competent in their area and this on-going professional development should be encourage among all teachers. Fraser (2012) argues that professional development helps teachers to enhance their teaching skills and knowledge. This implies that teaching being a continuous exercise, teachers should continue learning and practicing the new skills learnt. Professional development among teachers should then be continuous to impact on teacher's job performance.

In-service training of the teachers is also an important aspect for motivation. Fraser (2012) found that teachers in-service training helps to gain new skills and knowledge on the subject hence improving on the quality of education output and teacher's job performance. The school management should organize ore teacher in-service courses, seminars and workshops on areas when there is a gap in skills.

Graham (2015) claim principals are able to make arrangements for their teachers to be trained through seminars, workshops and also give feedback after lesson observation motivated their teachers. When teachers are given such opportunities an evaluation should be carried out to identify how much impact the opportunity has on the motivation of teachers and job performance.

On the other hand, Ombuya (2015) posits that in service training among teachers help them to acquire abilities, understanding and definite approach important for

appropriate co-existence in social set up. Teachers' in-service training is important since it helps the school to set its academic goals once the teachers are motivated for the purpose of job performance. The study noted that in-service training gives employees a way to fit in the career, since each job requires different behavioural approaches that are thought to be clear to the job seeker.

Kirui (2010) perceived that lack of professional skills make teachers not perform the required tasks. He recommends the need for teachers to be offered in-service training to enable them perform their tasks as required. He advised the organizations that it was important to offer short courses that would curve on the skills required to perform certain tasks. These trainings should be designed according to the needs of the employees to help them develop and achieve the tasks at hand (Ombuya, 2015).

Mutual (2016) reported that motivation helped teachers improve while performing tasks when given feedback from three main informants. They include informal sources such as colleagues, experience, own materials; institutional curriculum, textbooks or knowledge vending that is professional development and university courses.

Ombuya (2015) noted the importance of teachers being equipped with knowledge and skills that enhances and equips them to become better in their teaching methodologies. These training should be tailored according to the needs identified to help the teachers deliver high quality education hence improved job performance. When a teacher is knowledge they are competent to deliver quality education.

Ombuya (2015) also notes that training produces teachers who are high confident, professionally sound and who are highly motivated and professionally improved to tackle their job effectively. Effective teachers offer competent teaching services to their learners. Blanchard and Thacker (2013) found out that teachers in-service training was important to help perform better on their current jobs and provide knowledge and skills to perform better in future jobs.

Professional development helps a teacher to improve on their job requirements. Curriah (2016) found that professional development helped improve behaviour of teachers and ability meet job requirements. This means the personal development will improve on the productivity, for teachers there is improved performance among students.

Curriah (2016) also notes that in-service training among teachers helps improve performance assessment, classroom management, behaviour management, instructional methodology and communication. These teachers can also be exposed to participate in leadership training, supervisory training and to teach interpersonal skill. This in-service training would result in improved job performance. This research therefore wished to identify the effects of teachers getting support from the principal when taking into account professional development and how it affects job performance in public secondary schools in Mombasa County.

## **2.5 Teachers' Job Performance**

Teacher's job performance can be said to be dependent on the willingness and openness of the teacher to do their job. Naharuddi and Sadegi (2013) noted that

employee's job performance is dependent on their willpower to do their job. They also noted that the willpower could increase employees' productivity which in turn can result to good job performance. Hence this may imply that teachers' job performance could result in their good job performance of their duties as well as students improved results. Teacher job performance has different drivers which include good management through greater responsibility and motivation aligned to incentives and reward resulting in promotion, better pay and good working conditions. This can be accomplished through motivation and morale that will result in better job satisfaction and ambition to develop further hence they will go for professional development which creates enhanced capacity leading to better job performance (Martin, 2018).

## **2.6 Summary of Literature Review**

Teacher motivation is as significant aspect in school set up; what motivates the teacher and how this translates to better job performance by the teacher. The study's independent variables are motivational strategies positively influencing teachers' job performance while the dependent variables are the teachers' job performance, class management resulting to improved students 'academic job performance.

The section further entails different trends in teacher motivation and past literary works on teacher motivation, citing approaches to teacher motivation such as behavioural approach, Humanistic approach as well as cognitive approach.

A review of motivational strategies such as rewarding, principals' recognition of teacher's efforts is expounded. Besides teachers in-service training as a form of motivation should be offered. When giving back to the community teachers should participate in community activities. Measure of motivation should be put in place to help retain teachers who have been leaving the career for more promising jobs. The role of the principal strategies of encouraging teachers to keep teaching cannot therefore be over looked in learning institutions.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

The chapter contained the researcher design, area of study, target population, sample and sampling technique, study tools, the pilot study, data collection methods, data analysis technique and the ethical consideration.

### **3.2 Research Design**

The study adopted cross-section survey research design. Mugenda and Mugenda (2003) the survey research design was used since it would gather descriptors of the attributes of the larger population. This means the information gathered would show the attitudes, behaviours and opinions of the population in the study area on the subject. The study aimed at getting comprehensive information on principal strategies that help motivate teachers within their schools. The information gathered would help identify areas that have not be supported by the strategies used and how improve on such areas. The information would also help the researcher in getting views from the respondents on how they think and act in real time.

Setia (2018) notes that Cross section study design is an observational research design. This means the researcher measures the outcome and the exposure the research population have at the same time. This means in this study teachers who participated in the study have been teaching for a period of time and they understand the strategies used by the principal in motivating them.

### **3.3 Study Area**

The research was carried out in Mombasa County which is found in the Coast of Kenya. It is county number one out of 47 Counties in Kenya under 2010 Constitution. The County has six Sub-Counties which include; Mvita, Chagamwe, Jomvu, Kisauni, Nyali and Likoni. The County is known for local and international tourism. It also have the best Marine Park in East Africa. The coastline holds the port of Mombasa which is the main for East and Central Africa. Schools in the area performance is regular.

The County was chosen because of its close proximity with the researcher. There have been an outcry that performance in a majority of the secondary schools is minimal. According to the MOE (2014) academic performance in the county is low. This prompted the researcher want to find out why the minimal performance. Hence the need to evaluate the motivation strategies used and their implication of teacher job performance.

### **3.4 Target Population**

The target population denotes the particular of study respondents who have information related (Gay, 2003). The study-targeted population were the principals and teachers in public secondary schools in Mombasa County. It is important to note that the principals are the leaders who determine the motivation strategies to employ to motivate teachers. The teachers were targeted because they were instrumental in the link between motivation and performance. The choice of public secondary school was due to guaranteed trained teachers and professionalism in education

management. Mombasa County has 35 Public Secondary Schools (Count Education Office, 2014). There are 654 secondary school teachers and 35 secondary school principals who were the target population.

### **3.5 Sample and Sampling Techniques**

A sample is a representative of the entire population and must hold inferences within known acceptable margin error, from the larger population (ILO, 2009). Sampling is therefore the method used to choose a representative number of respondents from the larger population. Purposive sampling was used to select the principals. All 35 principal were purposively included in the study. ILO (2009) and Gay (2009) speculates that the judgemental sampling is in some way representative of the population interest without sampling at random. Stratified sampling was used when choosing teachers the study. The picked teachers were put in strata that is a school representing a strata.

**Table 3.1: Showing sample size**

<b>Type of population</b>	<b>Total population</b>	<b>Sample size</b>	<b>Percentage</b>
Principals	35	35	100.0
Teachers	654	193	30.0%

### **3.6 Research Instruments**

Questionnaires as a tool for data collection was employed. Mugenda & Mugenda (2003) describes survey as a tool containing items that the respondents should respond to. The information gathered is used to can be qualitative as well quantitative data. The questionnaire is self-administered when the researcher can

give all the respondents at the sometime. The questionnaire was easier way of data collection in the study. The questionnaires contained both open and closed data which were self-explanatory. It was easy to collect data since the researcher could reach a large population at the same time and little cost implication.

### **3.6.1 Principal's Questionnaire**

The principal questionnaire had five sub-sections. Part A contained demographic questions. Section B had questions on motivation strategies that influence teachers' job performance. On the other hand, Part C contained questions on recognition factors as form of teacher motivation job performance. Part D described information on support for professional development. The questionnaire was attached as appendix II.

### **3.6.2 Teacher's Questionnaire**

The teacher questionnaires had five sections. Part A contained personal information. Part B gave information of motivation strategies that influence teachers' job performance. Part C had questions related to recognition as a motivation factor on job performance. Part D entailed questions that showed the support offered for professional development to teachers by the school principal. The questionnaire was attached as appendix III.

### **3.7 Validity of Research Instruments**

Validity in a researcher instrument is the assessment to see whether the tool is able to its expected measures (Robson, 2011). This may mean validity measures how

truthful given information is. Pallant (2011) notes the questionnaire may require to take measures under the investigation of the researcher. The validity contained two components internal and external. Internal validity showed the results of the research are legitimate according to the respondents selected, data recorded and analysed (Mohajan, 2017). In this study the internal validity was achieved from the way the questionnaires were answered, data was recorded and analysed.

On the other hand, external validity allows the study to be transferable to other groups of interest. The external validity can be increased by using strategies that would achieve the representative population, use assorted groups, use of non-sensitive methods and use of explanation to allow the research duplicate across dissimilar population setting (Mohajan, 2017). In this study the external validity was achieved through the representation of the population, but not all information can be used in areas without checking on the characteristics of the respondents.

### **3.8 Reliability of Research Tools**

Reliability is the consistent measure with equal values. Mohajan (2017) notes that consistency can be measured through constant, exactness, repeatability and dependability of the research (Chakrabartty, 2013). The research can subject the research instrument by test-retest to obtain its reliability. This method dictates that the questions is given two times to the identical group of participant after a fortnight. The coefficient reliability may fall between 0 and 1. Mohajan (2017) noted that the Pearson correlation coefficient could be calculated after the pilot study. The calculation are as shown:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{N\sum^2 - \sum X^2} \sqrt{N\sum Y^2 - (\sum Y)^2}}$$

Where:  $\sum X$  = the sum of scores in x distribution

$\sum Y$  = the sum of scores in y distribution

$\sum$  = symbol of summation

$\sum X^2$  = the sum of squared scores in x distribution

$\sum Y^2$  = the sum of squared scores in y distribution

$\sum XY$  = the sum of products of paired x and y scores

N = the total number of subjects.

After calculation if the estimate of r is equivalent +1.00 the two set of results are in agreement and when the results are at -1.00 this means there is a disagreement.

Mugenda and Mugenda (2003) noted that the reliability of the study was above 0.7 and above. The reliability therefore for this study was at 0.72 which meant there was greater reliability hence high consideration for the questionnaire to be reliable.

### 3.9 Pilot Study

The pilot study was carried out to measure whether questionnaires had validity and reliability. Three schools that was not included when sampling from Kilifi County which had similar characteristics like the study area were sampled. The reason for Kilifi County was because the secondary schools in Kilifi have the same characteristics as the area of study. Three principals and 15 teachers were randomly selected. The questionnaires were administered and all the questionnaires that were not well answered and had confusion was adjusted. To administer questionnaires a second the researcher waited a fortnight to elapse. Results of the two tests were

analysed. The Pearson Coefficient was calculated for the two tests, there was a consistent result of 0.72, hence making the questionnaire reliable for data collection.

### **3.10 Data Collection Procedure**

An introduction letter was issued by Kenyatta University graduate school to the researcher. This helped the researcher to apply and obtain research permit with the National Commission for Science, Technology and Innovation (NACOSTI). After receiving the research permit, the researcher took a copy to the office of County Education Director office- Mombasa to be allowed to visit schools within the county for the data collection exercise.

On being granted permission to visit the schools. The researcher called the principals in the county informing them of the intention of collecting data in their respective schools. The researcher made arrangement on when to drop the questionnaires to both the principals and the teachers. After dropping the questionnaires the research agreed with the school principal the day to pick the questionnaires after two weeks. This period was sufficient for the teachers and principals to filling in the questionnaires.

### **3.11 Data Analysis and Presentation**

The researcher cleaned out the data after collecting the questionnaires from the schools. This allowed the researcher time to go through the questionnaires and evaluate how the respondents had responded. The questionnaires that were not responded to were not coded. Coding of the questionnaires helped organise the data

for data analysis. A statistical package for social sciences (SPSS Version 23) was used for data analysis. The descriptive analyses were used for quantitative data and data was presented using frequency tables and charts. Qualitative analysis was through creating of themes from the content.

Correlation of variables was carried out to determine if there was a relationship between the dependent and independent values using Pearson Product-Moment Correlation Coefficient. This allowed data to illustrate the relationship with results showing a positive correlation between the variables.

### **3.12 Ethical Considerations**

There are behaviours or norms that are expected of the researcher as they collect data. The behaviour are rules that offer one a guideline on how to behave towards the respondents. The respondents are not to be coerced to participate in the researcher but should participate out of their own good will. Hence the respondents are to sign a consent form showing they agree to participating in the study.

The process was to help them to decide, if they feel uncomfortable with the questionnaire they are also supposed to know that they can pull out of the researcher. The respondents were to participate in answering the questionnaires. To assure the respondents confidentiality, they were not to indicate their names on the questionnaires (Fouka & Mantzorous, 2011). The researcher informed the respondents the purpose of the data collected to resolve any conflict that would arise and to maintain good human relations. In this case the purpose of the data is purely academic purpose.

## **CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

### **4.1 Introduction**

This chapter confined itself to data analysis, presentation and interpretation. The results are in relation with research objectives. Descriptive analysis occurred to ascertain the effects of principals' teachers' incentives strategies and their implication on teachers' task presentation in public secondary schools in Mombasa County, Kenya.

The research aimed at assessing how the principals rewarding as a motivational strategy influence teachers' job performance; to examine how principals' recognition as a teacher motivation strategy influence teachers' job performance and to determine how principals' support for professional development as motivational strategy sway teachers to perform their jobs in public secondary schools in Mombasa County. The abridged data was interpreted using frequency distribution tables, which aided in connecting the patterns, helping to make conclusions and recommendations of the study.

### **4.2 Questionnaire Return Rate**

The study paid attention to teachers and principals in public secondary schools within Mombasa County. Principals' questionnaires return rate was at 100 percent and 98.4 percent for the teachers. This was possible because the researcher administered the questionnaires and waited for them to be filled in and corrected

them the same day. The difference was a small percentage for the teachers. The results are as shown in table 4.1.

**Table 4.1: Response Rate**

	<b>Sampled</b>	<b>Returned</b>	<b>Percent</b>
Teachers	193	190	98.4
Principals	35	35	100.0

The survey response rate for teachers was 98.4 percent while principals was at 100 percent. This implies that the response rate was above the recommended return proportion. Mugenda & Mugenda (2003) observed that at 50 percent the return proportion was satisfactory for statistical investigation and report scripting while 60 percent to 70 percent is good and very good respectively. The return rate was exceptionally suitable, since it provided the needed knowledge for the objective of the analysis and enhanced sample interpretation and significant simplification. This was possible because the researcher used research assistant while collecting the data.

### **4.3 Demographic Data**

The principals and the teachers were asked to specify their gender, age, highest academic qualifications, number of years as a teacher and as a principal. The inclusion of these variables in the study was significant since it enabled a clear understanding of their background characteristics. Some characteristics for instance, age and experience in years as a teacher helped the study to get informed on motivation of teachers to stick on their job.

### 4.3.1 Principals' and Teachers' Gender

The researcher requested principals and the teachers to specify their gender. The principals and teachers gender is important since it would show the proportion of the respondents per gender and whether the leadership position is one gender dominated or not. The results are contained in Table 4.2.

**Table 4.2: Gender of the respondents**

Gender	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
Male	22	62.9	87	45.1
Female	13	37.1	106	54.9

Table 4.2 above indicates that there were more male principals at (62.9%) and 37.1% female principals. While the teachers had 54.9% of female and 45.1% were male. This implies there are disparities between the principals and the teachers according to their gender. The results corresponds with those of Mwangi (2012) who obtained bulk of educational leadership positions were male dominated. The researcher requested to know from the respondents their ages. The results are indicated in Table 4.3.

**Table 4.3: Respondents Age**

Age in years	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
21-30years	0	0	50	26.3
31-40years	4	11.4	55	28.9
41-50 years	23	65.7	49	25.8
Above 50 years	8	22.9	36	18.9

A greater part of the principals (65.7%) were aged 41-50years while 22.9% were above 50 years and 11.4 were aged 30-40years. This implies that the principals have been in service for a long time hence have learnt how to motivate their teachers since they also were teachers at one particular time. Slightly above half of the teachers (54.7%) were aged between 30 years and above 50 years. This implies they had gained life experience in which they could apply in their career and would determine their personal motivation levels. They have also been motivated in different ways by the principals since they have worked with hence they are able to give the effect of motivation on teachers' job performance in the different areas. This suggests the age of teachers may have an impact on teachers' motivational factors that helped them to perform. The results concur with those of Suleyman (2015) who found out that age and teacher educational status had significant effect on teachers' attitude towards factors motivating them. This implied that teachers formed an attitude towards the motivational strategies used to motivate them depending on their age.

Another demographic factor was educational qualification. The educational qualifications of both the teachers and the principals was also sought. The outcome exists in Table 4.4

**Table 4.4 Academic qualification of the Principals and Teachers**

	<b>Principals</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Masters	19	54.3	34	17.9
Bachelors	16	45.7	106	55.8
Diploma	0	0	50	26.3

The results shows that a majority of the teachers (56.5%) had attained a Bachelor’s degree while 54.3% of the principals had attained a Masters degree. Implying that all the teachers in the study had qualified to teach and hold the positions they were held in secondary schools. It also shows that they understood what motivation factors are and how it could affect their job performance.

The higher level of education could also have an effect factors that make teachers motivated hence affecting their job performance. Meaning teachers with a Masters level of education have achieved qualifications that would determine or affect their motivation factors resulting to low or high job performance. The findings concur with Suleyman (2015) who argued that teachers with higher education status were most affected by motivational factors hence affecting their job performance.

The number of years a teacher has taught are also important. The study sought to establish how many years the principals' experienced as principals and years teachers had taught. Table 4.5 have the outcome.

**Table 4.5: Number of Years as a Teacher and as a Principal**

	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
0-5years	6	17.1	77	40.5
6-10yers	19	54.3	60	31.6
Above 10 years	10	28.6	53	27.9

Majority of the principals (82.9%) had 6 years and above of experience while 59.5 percent of the teachers had taught for 6 years and above. This implies that both the principal and the teachers had shared factors that contribute to job performance. From the teachers questionnaire the study enquired whether the teachers were concerned in contributing to decisions on institution improvement. Table 4.6 indicates the results.

**Table 4.6: Teacher Involvement in Making School Improvement Decisions**

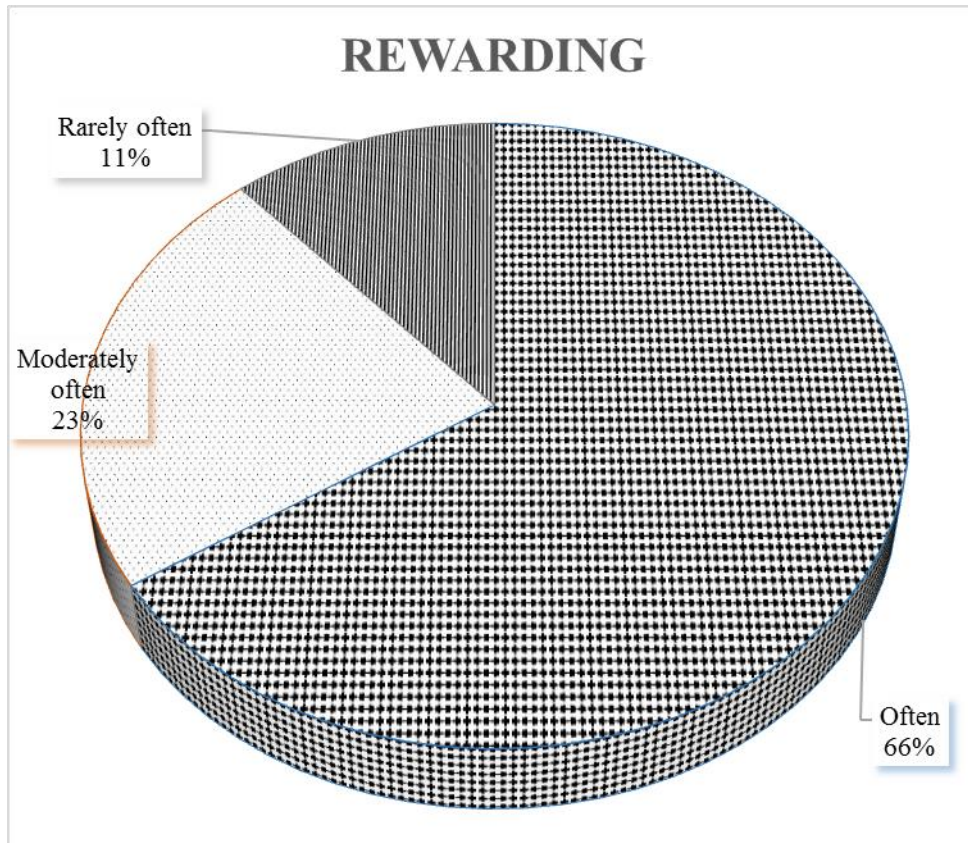
	Frequency	Percent
Yes	145	76.3
No	45	23.7

About 76.3 percent of the teachers said they were involved in making school improvement decisions and only a small percentage who indicated otherwise. This

implies that the teachers who were involved in decision on the improvement of the school, owned up the decisions as well as felt appreciated when the decisions were implemented. These results agree with those of Saha & Kumar (2017) who found out that participation in decision making had an important impact on teachers teaching and commitment to their work. This is because participation in decision making helped employees to feel highly appreciated hence identifying with the organization.

#### **4.4 Rewarding of Teachers' Job performance in Public Secondary schools**

Rewards can be in form of monetary and non-monetary items. This helps retain the employee in an organization. Teachers are also given salaries and other rewards by the Teachers Commission Services as well as their school help them carry out their responsibility with successfully through rewards. Tangible rewards contribute to employee motivation and retention. The principals were asked to indicate whether they rewarded the teachers. Figure 4.1 shows the results.



**Figure 4.1: Principals' Frequency of Rewarding Teachers**

Majority of the principals (65.7%) indicated that they often rewarded the teachers while 22.8 percent indicated that rewards were moderately done while 11.5 percent indicated that rewarding was rarely done. This implies that since majority of the principals rewarded their teachers this influenced teachers' job performance. The results agree with those of Chitimwango (2016) that the reward system ensured positively on teacher's job performance. This prompted the study to enquire from the teachers the type of rewards received and the effect on job performance. Table 4.7 shows the types of rewards given by the principals.

**Table 4.7: Effect of type of Rewarding systems on teachers job performance**

	Effective		Neutral		No Effective	
	F	%	F	%	F	%
Monetary rewards	100	52.6	19	10.0	71	37.3
Trips	98	51.6	7	3.7	85	44.7
Parties	55	28.9	24	12.6	111	58.4
Free Transport	63	33.2	10	5.3	117	61.6
Certificates	127	66.8	3	1.6	60	31.6

Majority of the respondents (66.8%) felt certificates were effective while 31.6 percent felt they were not effective. The principals on the other hand noted that they lacked money to give the teachers something worth hence opted to appreciate them with certificates as way of showing their appreciation. Hence the need for the school principal to look for something else that would help the teachers who feel appreciated so that this could reflect on their job performance. The results agree with those of Linda & Ramon (2018) who noted that teacher certification had no positive significance contribution to improve teachers' job performance although it was averagely rated. However, certification after an in-service training on the other hand was found to have a great impact on teachers' job performance.

About 61.6 percent of the teachers felt free transport was not effective. This was because many teachers were not taken to their respective destinations but to a certain level where they still need to use another means to get to their destination. About

58.6 percent of the teachers felt parties would not effectively affect their job performance but 28.9 percent of them felt it was effective on their job performance. This implies that parties although held in a school are not a good way of rewarding teachers. The results disagreed with those of the Chitimwango (2016) who noted that parties were cheaper for the school and were an effective method of encouraging good job performance among teachers.

Slightly above half of the teachers felt that trips were effective rewards by the principals. From the principals questionnaire majority of the principals (85.7%) reported lack of funds limited them to offer good rewards to the teachers as expected to motivate them. They also noted that they had a shoe-string tight budget to run the school. The results disagree with those of Langat (2016) who found out that 75 percent of the teachers felt that trips were not an effective way of encouraging teachers job performance by the principals but rather a way of bonding with colleagues.

#### **4.4.1 Correlation Analysis**

Pearson Product Moment Correlation Coefficient was used to correlate variables. The Pearson Product-Moment Correlation Coefficient signified as  $r$ , indicated as:  $-1 \leq r = \leq +$ ; where 0 to 0.29 point towards weak positive correlation; 0.3 to 0.49 designates moderately positive correlation; 0.5 to 1 point at strong positive correlation. Equally, -0 to -0.29 reveals weak correlation; -0.3 to -0.49 specifies moderately negative correlation; and -0.5 to -1 denotes strong negative correlation. The correlation results are as shown in Table 4.8.

**Table 4.8: Correlations**

		Improved job performance	Monetary rewards	Trips	Parties	free transport	Certificates
Improved job performance	Pearson Correlation	-.072	.894**	.723**	.746**	.940**	.936**
	Sig. (2- tailed)	.320	.000	.000	.000	.000	.000
	N	190	190	190	190	190	190
Monetary rewards	Pearson Correlation	.894**	1	.885**	.885**	.952**	.904**
	Sig. (2- tailed)	.000		.000	.000	.000	.000
	N	190	190	190	190	190	190
Trips	Pearson Correlation	.723**	.885**	1	.910**	.824**	.829**
	Sig. (2- tailed)	.000	.000		.000	.000	.000
	N	190	190	190	190	190	190
Parties	Pearson Correlation	.746**	.885**	.910**	1	.824**	.829**
	Sig. (2- tailed)	.000	.000	.000		.000	.000
	N	190	190	190	190	190	190
Free Transport	Pearson Correlation	.940**	.952**	.824**	.824**	1	.952**
	Sig. (2- tailed)	.000	.000	.000	.000		.000
	N	190	190	190	190	190	190
Certificates	Pearson Correlation	.936**	.904**	.829**	.829**	.952**	1
	Sig. (2- tailed)	.000	.000	.000	.000	.000	
	N	190	190	190	190	190	190

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the correlation table, a positive correlation between all variables was evident.

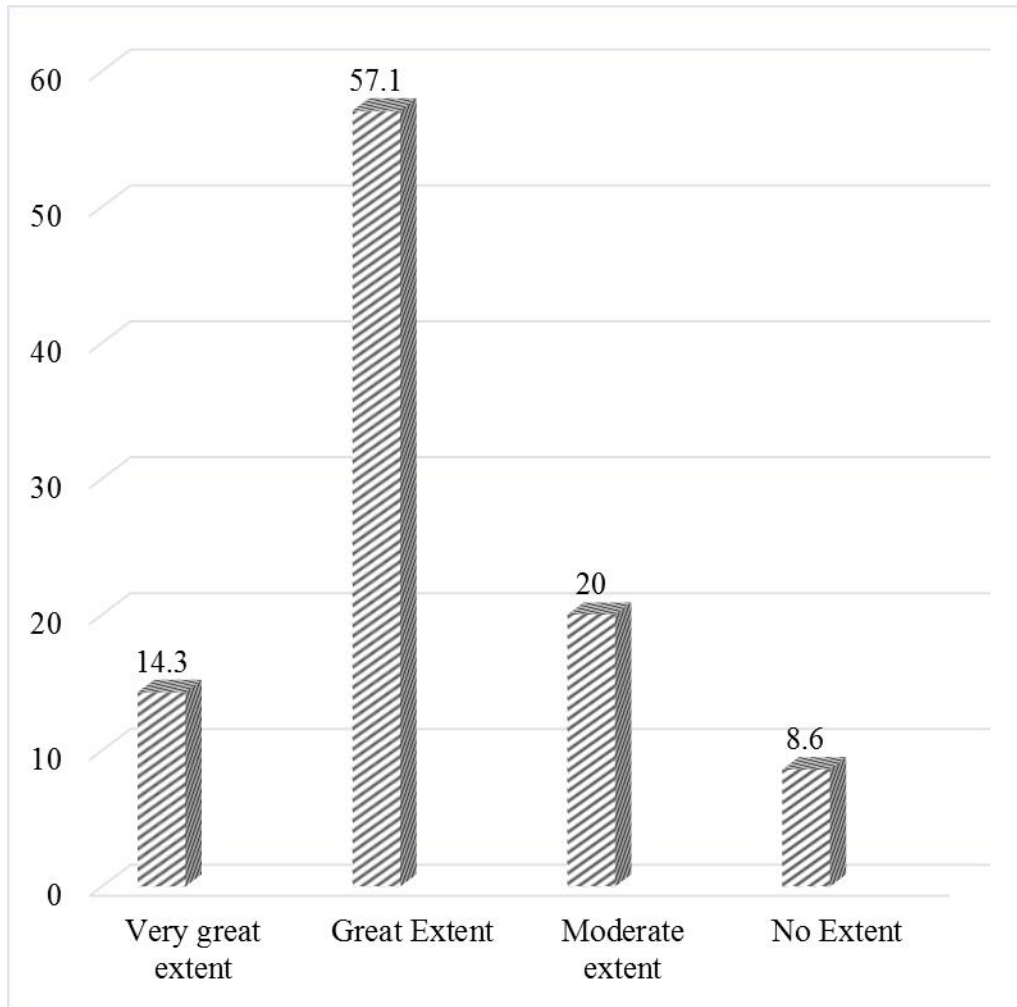
The result of all the variables having a correlation coefficient of above .05. The

results also indicated that there is a correlation between all variables which is

statistically significant with a significance value with a reduction value of 0.01 at 99% level of confidence. The result implies an increase or decrease in one variable significantly relates to increase or decrease in the second variable. It can be noted improved job performance had a strong positive relationship with free transport with  $r=.940^{**}$  at correlation significant at the p-value 0.001 level, followed by  $r=.936^{**}$  on certificates while monetary rewards was at  $r=.894^{**}$  p-value =.001. the least being trips at  $r=.746^{**}$ ; p-value = .001. This implies that all the variables had a strong correlation with each other hence making meaning the variables are dependent on each other.

#### **4.5 Principals' Recognition of Teachers' Efforts on Teachers' Job performance**

Teacher recognition boosts teacher job performance. Principals leadership style play a significant part in teacher motivation. There are different forms of recognition that would help teachers in job satisfaction. The principals were asked to indicate how recognition as a strategy was used to influence teacher's job performance. The results from the principals are specified in Figure 4.2.



**Figure 4.2: Effect of Principals' Teacher Recognition affected Teacher Job performance**

Majority of the principals (57.1%) felt that recognition affected teachers' job performance to a great extent while 20.0% indicated it affected teachers' job performance to a moderate extent and 14.3 percent indicated it affected teachers to a very great extent. This implies that when teachers are recognized by their school principal there is an impact on their job performance hence the need for recognition. This could be through tangible or non-tangible things. The results agrees with those of Ndungu (2017) who noted that when recognition may contribute to employees motivation and affect their job performance. With this in mind, the wished to

establish how the principals' recognizing teachers affected their job performance.

Table 4.9 contains teachers' results.

**Table 4.9: Principals' Recognition of Teachers' Efforts on Teachers' Job performance**

Statement	Great Extent		Moderate Extent		Small Extent	
	F	%	F	%	F	%
Recognition given is adequate and assured	<b>139</b>	<b>83.2</b>	<b>36</b>	<b>18.9</b>	<b>15</b>	<b>7.9</b>
The recognition offered by principal is positive	<b>110</b>	<b>57.9</b>	<b>60</b>	<b>31.6</b>	<b>20</b>	<b>10.5</b>
Recognizing teacher efforts motivates the teacher	<b>93</b>	<b>48.9</b>	<b>57</b>	<b>30.0</b>	<b>40</b>	<b>21.1</b>
Regular recognition influences positive working environment	<b>93</b>	<b>48.9</b>	<b>81</b>	<b>43.7</b>	<b>14</b>	<b>7.4</b>

From Table 4.9 it is clear that recognition given is adequate and assured had to a great extent (83.2%) affected teachers job performance with 18.9 percent of teachers it had to moderate extent affected job performance. This implies that when teachers are given recognition they feel sufficient and certain in their job performance hence they work towards achieving their goals. The results agree with Andrew (2011) who argues that teachers' identification satisfies excellent work in classroom relationship.

It helps to build teachers extrinsic and intrinsic motivation hence improving students-learning outcomes.

Another 57.9 percent of the teachers felt that recognition offered by their principal was positive to a great extent and 31.6 percent indicated it was to moderate extent and 10.5 percent to a small extent. This implies there was a positive impact after the recognition. Andrew (2011) posit that teachers feel renewed raising their confidence in their teaching when they are recognized. This reinforcement will also encourage other teachers as they go about their duties.

About 52.6 percent of teachers indicated that principal recognizing their efforts motivates them and influenced a positive working environment to a great extent respectively. This implies that teachers felt motivated and this created a positive working environment when the principals recognised them. Andrew (2011) concurs with the results noting that recognition could lead to improved teaching skills among the teachers and could also make the students and parents realise that the school has remarkable teachers within their school. This can also lead to teacher's performance being excellent and could also mean the school should maintain them within the schools.

Slightly below half of the teachers (48.9%) rated to great extent recognizing teachers efforts motivates them and regular recognition influences positive working environment respectively. This implies the teachers felt that recognition influenced motivation among teachers and also brought about positive working environment. The results agreed with those of Chandrasekar (2011) who found that a good work

place environment imparted employee positively or negatively on their morale, efficiency and job performance. This means lack of a favourable work place environment leads to low job performance. The working environment factors that make employees have poor job performance include lack of appreciation, poor designed working time, unsuitable delegation of duties and lack of personal decision making opportunity. These conditions lead to poor job performance among teachers as well.

#### **4.6 Effect of Principals' Support for Professional Development on Teachers' Job performance**

Professional development enables teachers to become more knowledgeable and skilful to enable them remain competent in their teaching activities daily. Support given by the school principal is important since it would enable teachers' job performance to improve. This study sought from the principals and teachers on how professional development affected teachers' job performance. From the Teachers' Questionnaire the teachers were also rated on effectiveness after principals facilitated teachers' professional development. Table 4.10 contains results from the teachers.

**Table 4.10: Teachers' Response on Professional Development**

Statement		Motivated		Less Motivated		Not Sure	
		F	%	F	%	F	%
Sponsored for in-service courses	Teacher	117	61.6	54	28.4	19	10.0
The principal uses fair methods in school based promotions	Teacher	100	52.6	40	21.1	50	26.3
The principal encourages teachers to further their studies	Teacher	119	62.2	37	19.5	34	17.9
Strengths/Weaknesses of teachers	Teacher	100	52.6	86	45.3	4	2.1
Supports use of acquired skills and knowledge	Teacher	104	54.7	74	38.9	2	1.1
Mentorship of new teachers	Teacher	89	46.8	99	52.1	2	1.1
There is collegiality in school	Teacher	69	36.3	99	52.1	32	16.8
Staff development activities participation	Teacher	80	42.1	110	58.0	0	0

A majority of the teachers (62.2%) were motivated with the principals encouraging them to further their studies while 19.5% were less motivated. The principals

indicated the need for the teachers to further their studies. This implies that the principals did encourage teachers to go for further studies since this would enable them to gain knowledge, skills and competencies to enhance students' job performance. The results contradicted those of Nkoroi (2017) who noted that schools recorded lower school job performance when the principals frequently encouraged teachers to pursue further studies, acquire new skills and established an alignment of professional growth as opposed to school teaching and learning outcomes and when all teachers participated and were involved in planning for important professional staff development activities. This she noted was attributed to teachers pursue of personal goals when going for further studies and resulting in poor students' academic job performance.

About 61.6 percent of the teachers were motivated with principal sponsoring them for in-service. This was also supported by the 62.9 percent of the principals. This implies that the principals sponsored in-service training among teachers. The results agree with those of Kamau (2010) who noted that principals being able to sponsor his/her teachers to attend in-service training motivated the teachers to work hard especially during SMASSE.

Another 61.6 percent of the teachers also were motivated by the principal's offer for in-service courses, seminars and workshops for teachers. The principals noted, they encouraged teachers to attend seminars, in services courses and workshops to gain new skills that would help them when teaching such as the STEM courses. This implies that teachers were happy when supported to be out of class to undertake in-service courses, seminars and workshops.

On one hand, the significance of work-related training should be undertaken to help a school achieve its goals. The results of teachers being motivated may mean different things especially when it comes to student's job performance. The results show that the principals were able to assist their teachers to acquire new skills and establish an alignment of professional growth to school teaching and learning. The results agree with those of Nkoroi (2017) who found out that principals who assisted teachers to acquire new skills and establish alignment of professional growth and development to improve school teaching and learning. The results concur with Graham (2015) who noted that principals who support /prepare their teachers through continuous professional development, workshops / seminars and also through giving feedback after lesson observation motivate their teachers.

About 54.7 percent of the teachers were motivated by the support they get to use the skills and knowledge acquired with 38.9 percent of them feeling less motivated and 1.1 percent were not sure. All the principals noted that they offered support to teachers to use skills and knowledge they had acquired during seminars, workshops, in services training they received. This implies that teachers were happy with all the support they were given by the school management when they were using the abilities and understanding gained during work-related training. The result concurs with those of Manduku, Boiyon and Cheruiyot (2017) teachers in-service training should be designed to promote, offer support for professional learning of teachers who are already employed and working in the classroom. This would help them improve knowledge, skills and commitment as professional teachers. This is because

they become more effective in teaching and monitoring students learning hence improving the overall job performance of students.

About 52.6 percent of the teachers were motivated with the fact that the principal used fair methods in school based promotions. All the principals also noted that they were happy with the methods they applied when promoting the teachers. This implies that the principals were aware that the methods used in school based promotions were fair in their schools. This helped motivate the teachers.

About 46.8 percent of the educators motivation was as result of mentorship of new teachers while 52.1 percent were less motivated with the mentorship of new teachers. This implies that the principals recognised their role as mentors to newly employed teachers. Vikaraman, Manson and Hamzah (2017) found out that mentoring provides mentees with guidance required to perform their duties effectively. Deckers agrees that when teachers have a collective responsibility on their performance in their school goals they ought to work together with the help of the principal as the instructional leader.

About 42.0 of the teachers felt motivated by the principal using different staff development activities in their respective schools while 58.0 percent of the teachers were less motivated with staff development activities. This means that teachers were happy and implies that the staff activities used by the development activities were improved. The results agree with Sekhu (2011) principals in township schools who offer professional development programmes to their staff have improved teaching and learning.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter contains the summary, summary of findings, conclusions, recommendation and recommendations for further studies.

### **5.2 Summary of the Study**

The study purposed to evaluate principals' teacher incentives strategies and their effects on teachers' job performance in public secondary schools, Mombasa County, Kenya. A number of objectives guided the report; to ascertain the insinuation of reward on teachers', examine the effects of principals' recognition of teachers' efforts, and to determine the implication of principals' support for professional development on teachers' job performance in public secondary schools in Mombasa County.

Theory of expectancy of motivation was used. Cross-sectional survey design was adopted for this study. The targeted population were heads of institutions and their teachers in public secondary schools in Mombasa County. A sample size of 228 respondents was used. The survey instruments were used as main tool for data collection. Reliability co-efficient was computed using Pearson's Correlation Coefficient (r) and a correlation co-efficient of 0.72 was achieved to ascertaining the research tool's reliability. The Statistical Package for Social Science (SPSS) was used to analyze quantitative data ('soft' data); the software has a systematic coding that sort materials into groups based on hierarchy, assigning colours, weights and

defining variables to text segments. Quantitative data being the 'hard' data that can be broken down into coherent pieces was analysed by use of numerical tables techniques and descriptive statistics. It entailed ascertaining the entire tallies for every theme in the research and presenting numerical data in tables via descriptive statistics.

On the implication of rewarding on teachers' job performance, the study revealed that 65.7% of the principals often rewarded their teachers. On the other hand, 66.8 percent of the teachers indicated that they were rewarded by certificates. It also revealed that 61.6 percent of the teachers were dissatisfied with free transport as well as 58.6 percent who were dissatisfied with parties. This meant there was value attached to other forms of rewards other than transport and parties. Majority of the principals reported lack of funds to offer teachers good rewards. They noted that they survived with tight budgets to run the school.

The effect of principals' recognizing teachers' efforts, the study established that teachers were motivated by recognition, directed teachers on route concerning achieving the school goals. The study revealed that 57.1 percent of the principals felt recognition affected teachers' job performance to a great extent. This was also supported by 83.2 percent of the teachers who noted that recognition had an effect on their job performance. The study also revealed from the teachers that recognition offered by the principal positively impacted to a great extent (57.9%) job performance.

On determining the consequences of principals' encouragement on teacher professional development on their job performance, the study revealed 62.9 percent of the principals and 61.6 percent of the teachers were supportive of principals sponsoring teachers for in-service courses. It also revealed that 62.9 percent of the principals were in support of teachers' use of acquired skills and knowledge to improve job performance. This was also supported by 54.7 percent of the teachers who indicated that they agreed with the support given by the principal to use the acquired skills and knowledge to improve school job performance.

The study also revealed that 54.3 percent of the principals were in support of staff development activities participation while 58.0 percent of teachers were not happy with the principal staff development activities participation. This they indicated that the principals were not available for the activities but in most cases had to delegate the duties to other members of the staff.

### **5.3 Conclusion of the Study**

The conclusion drawn from this study were that principals rewarding strategy offered a form of reward to the teachers. The rewards included certificates which some teachers were dissatisfied, while others were getting free transport as well as parties held in school. The principals said they lacked funds to reward teachers with reasonable items or monetary rewards.

The study concluded that principals who recognized teachers' efforts had a great effect on teachers' job performance as revealed by both the principal and the

teachers. Recognition meant that the teachers felt appreciated hence giving the teachers a high self-esteem which may result in positive teacher job performance.

The principals' should offer their encouragement to teachers for professional development especially through facilitating the teachers study leave aiming at upgrading them professionally since it has created confidence on teachers job performance. This could require the principals to encourage their teachers to upgrade their professional qualification to enable them get promoted.

Many principals quoted how they enable the in-service training for their teachers through sponsorship and capacity building workshop to improve their school job performance. The in-service training facilitated by the principals impact on teachers positively hence improving their job performance.

#### **5.4 Recommendations of the Study**

The following recommendations were drawn from the study.

- 1) School principal should strategize to customise a variety of rewards to their teachers for improved job performance. From the study 65.7 percent of the principal often rewarded their teachers but from the teachers responses 66.8 and 58.6 percent of the teachers did not like being awarded certificates, parties and free transport respectively. The principal should therefore explore the concept of teacher motivation in the school set up, what motivates their teachers and how this translates to better job performance by the teachers. The institution should customise motivational strategies positive influencing teachers job performance

such as recommendation for promotion, rewarding teachers, professional growth and development competitive salary and clear job designation among others. This would encourage the teachers to put extra time to achieve the school goals which in turn would enable students to achieve their goals of good academic performance. Principals should therefore diversify the award system in order to motivate their teachers.

- 2) The study recommends that the principals should find ways of recognizing such as verbal or written thank you, appreciation, praise among others. From the study 83.2 percent of the teachers felt that they need recognition from their principals. Recognition further the giving and receiving of feedback that would enable the teacher feeling appreciated by the colleagues or the principal. The study has found that teachers indicated high motivation level as a result of job recognition by the principals.
- 3) The study recommends that the principal should explore the concept of teachers motivation n the school set up; what motivates their teachers and how this translates to better job performance by the teachers. The institution should therefore customise motivational strategies positive influencing teachers' job performance.
- 4) The role of the principal in intrinsic and extrinsic motivation of teachers cannot be overlooked in learning institutions. From the study 58 percent of the teachers were not happy with the principal's staff development activities participation. This points out to a management gap of inadequate teacher management skills by the principals. This study recommends that the principal should be well versed with the different trends in teacher motivation and past literary works on

teachers' motivation approaches to teachers' motivation such as Behavioural approach, Humanistic Approach as well as cognitive approach. This will enrich their management of teachers that will further help in creating a conducive working environment that is motivating to teachers.

- 5) (5). The s study recommends that the principal should facilitate in-service courses for their teachers. This would equip them with skills and knowledge required especially in this digital era to enable teachers achieve the desired job performance. From the study 61.6 percent teachers supporting principals facilitating work-related training for their teachers.

## **5.5 Suggestions for Further Research**

Suggestions given for further studies according to the scope and limitations of the study.

1. A similar study could be carried out in other areas in the country for the purpose of generalization and comparison of the findings.
2. A study on the incentives that can be given to the teachers to improve on their job performance other than money.
3. A study could also be carried out to identify challenges facing principals who have limited motivation strategies and the effect it has on students' performance.

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## **APPENDICES**

### **APPENDIX I: INTRODUCTORY LETTER**

Dear Sir / Madam,

Debora Wangari is a post graduate student at Kenyatta University currently pursuing a MED in Policy and Curriculum Studies and am conducting a research project. The title: Principals Motivational Strategies and their Implication on Teachers' Job Performance in public secondary schools in Mombasa County, Kenya. I am requesting assistance in gathering data for this study. The questionnaire will take a moment of your time. Your participation is voluntary and you are free to refuse to participate or refuse to answer any questions without penalty. Your completion and return of the survey will constitute your implied consent.

The success of this study is possible through your responses. Confidentiality of the completed questionnaires is assured. You are requested not to indicate your identity and that of your institution. The results will be destroyed after data analysis. I appreciate you for taking time to fill in this questionnaire.

Sincerely,

Deborah Okwatsa

Master of Education Administration

School of Education Kenyatta University

## APPENDIX II: PRINCIPALS QUESTIONNAIRE

The purpose of the study is to assess principal's teacher motivation strategies and their impact on teacher's job performance in public secondary schools in Mombasa County, Kenya.

Kindly put a tick in the box (√).

### Part A: Demographic Information

1. What is your Age?

30-40 years                            41-50years                     

Above50years     

2. What is your gender?      Male                                            Female                     

3. What is your academic qualification?

Masters                            Bachelors                                            Diploma                     

Others                     

4. How many years have you been a school principal?

0-5years                            6-10years                                            above10years     

### Part B: Rewarding Teachers

5. How can you term the manner which you reward teachers?

Very often                                            Often                     

Moderately often                                            Rarely                                            Never

6. To what extent do you think teachers job performance level is affected by the way you reward them?

Very great extent	[ ]	Great extent	[ ]
Moderate extent	[ ]	Small extent	[ ]
No extent	[ ]		

7. To what extent do you think teachers' job performance level is affected by your recommendation for promotion?

Very great extent	[ ]	Great extent	[ ]
Moderate extent	[ ]	Small extent	[ ]
No extent	[ ]		

**Part C: Recognition**

8. To what extent do you think teachers job performance level is affected by your recognition?

Very great extent	[ ]	Great extent	[ ]
Moderate extent	[ ]	Small extent	[ ]
No extent	[ ]		

9. In our school there is matching of persons job performance, evaluation and the progressive increase of staff competencies

Strongly Agree,	[ ]	Agree	[ ]
Disagree	[ ]	Strongly Disagree	[ ]
Not Sure	[ ]		

**Section E: Professional development**

**VM- Very Motivated      M- Motivated      LM- Less Motivated NM- Not motivated      NS- Not sure**

<b>Statement</b>	<b>VM</b>	<b>M</b>	<b>LM</b>	<b>NM</b>	<b>NS</b>
Sponsored for in-service courses					
The principals uses fair methods in school based promotions					
The principals encourages teachers to further their studies					
Staff development activities participation					
Strengths/Weaknesses of teachers					
Mentorship of new teachers					
There is collegiality in school					

*Thank you for your time, participation and cooperation*

### APPENDIX III: TEACHERS' QUESTIONNAIRE

The purpose of the study is to assess principal's teacher motivation strategies and their impact on teacher's job performance in public secondary schools in Mombasa County, Kenya.

Kindly put a tick in the box (√).

#### Part A: Demographic Information

1. What is your Age?

30-40 years      [ ]      41-50years      [ ]      Above50years      [ ]

2. What is your gender?      Male      [ ]      Female      [ ]

3. What is your academic qualification?

Masters      [ ]      Bachelors      [ ]

Diploma      [ ]      Others      [ ]

4. How many years have you been a school principal?

0-5years      [ ]      6-10years      [ ]      above10years      [ ]

5. Are teachers involved in the making of school improvement decisions?

Yes      [ ]      No      [ ]

**Part B: Rewarding system put in place**

**VM- Very Movitated      M- Motivated      LM- Less Motivated NM- Not motivated      NS- Not sure**

Rewarding systems

	<b>VM</b>	<b>M</b>	<b>LM</b>	<b>NM</b>	<b>NS</b>
Monetary rewards					
Trips					
Parties					
Free Transport					
Certificates					

**Part C: Recognition**

**Principals' recognition of teachers' efforts on teachers' job performance**

Key Very Great Extent – VGE      GE- Great Extent      ME- Moderate Extent  
SE- Small Extent

<b>Statement</b>	<b>VGE</b>	<b>GE</b>	<b>ME</b>	<b>SE</b>
Recognition given is adequate and assured				
The recognition offered by principal is positive				
Recognizing teacher efforts motivates the teacher				
Regular recognition influences positive working environment				

**Part D: Professional Development**

**VM- Very Motivated M- Motivated LM- Less Motivated NM- Not motivated NS- Not sure**

<b>Statement</b>	<b>VM</b>	<b>M</b>	<b>LM</b>	<b>NM</b>	<b>NS</b>
Sponsored for in-service courses					
The principals uses fair methods in school based promotions					
The principals encourages teachers to further their studies					
Staff development activities participation					
Strengths/Weaknesses of teachers					
Support use of acquired skills and knowledge					
Mentorship of new teachers					
There is collegiality in school					

8. What do you suggest that principals should do to improve teacher's job performance?

- a)
- b)
- c)
- d)

*Thank you for your time, participation and cooperation*