

An Evaluation of Ways in Which Public Secondary Schools in Marigat Sub- County Provide Incentives for Teachers

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ABSTRACT: Teacher motivation is a term used to refer to those variables and factors which in some way influence the manner in which teachers engage themselves towards doing certain things. The study's objective was to evaluate ways in which public secondary schools in Marigat Sub-County provide incentives for teachers. Performance of the learners is inspired by the teacher among others who provides moral support and controls the learners' emotions, environmental distractor and peer pressures in schools. The researcher targeted all the 20 public secondary schools in Marigat Sub-county with a total of 20 principals and 83 teachers. The sample was 12 schools using purposive sampling that had presented candidates for national examination for at least five years. 12 principals and 63 teachers using census. The study employed descriptive survey research design to gather information whereby interview schedule and questionnaires for principals and teachers were the main instruments. Reliability was ensured through a pilot study and by using test and re-test method and Cronbach's Alpha was applied to measure the co-efficient of internal consistency which yielded a result of 0.84. Validity was ensured by consulting experts. Data were analyzed using SPSS software version 21. The researcher utilized descriptive analysis and data was presented in form of frequency tables, percentages and graphs. Majority of the schools in the Sub-County do not have enough teachers. There are regular transfers of teachers in the schools in the sub-county and the teachers are not regularly replaced. The Sub County do not provide sufficient incentives to teachers in secondary schools which may act to de-motivate teachers and compromise academic achievements of the learners. Most schools in the sub-county have adequate class rooms, lockers and chairs, the text books and teachers' reference books. Majority of the schools do not have adequate games facilities, library, dining hall, and school buses. Lack of facilities in the schools affects teacher's motivation and also the academic performance of the students. School principals regularly monitor teachers' professional documents such as records of work, schemes and students' progress records which are believed to result in orderly school environment. The factors which motivate teachers include good leadership, perceived fairness on teacher promotion, promotional opportunity in other professions and work environment/ condition. The students are engaged through administering of assignments since the assignments are given to students on daily basis. The teachers correct all the assignments given to students. There is a relationship between teachers' motivation and learners' academic performance. The principals believe that discipline in schools is essential for good learning and it is essential for good teacher relationship. Majority of the schools have school rules and regulations in which the learners are required to sign to uphold school rules on admission. In most schools' guidance and counselling department are not well supported. Similarly, schools do not involve parents and guardians in students' discipline. The study recommends that the ministry of education employs more teachers while the schools would employ others under BOM. The schools should ensure that school environment in general motivates the teachers.

KEYWORDS: Academic Performance, Employee, Incentive, Reward System, Teacher Motivation

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I. INTRODUCTION

The term teacher motivation simply is used to refer to those variables and factors which in some way influence the manner in which teachers engage themselves towards doing certain things. Using it in a way that is more technical, the term is used to imply a concept that is psychological in nature. It is considered to be a process in which the behavior of an individual is actually organized in progression and directing these behaviors towards a certain specific course. It is seen as a process of stimulating, channeling and sustaining behavior. Asemah (2010), in her view teacher motivation in general term is defined concretely a term that is general which applies to the whole class of drives, desires, needs, wishes and similar structures which are

brought about for teachers so as to draw them to behave in a manner that is both desirable and productive in terms of academics. In a wider sense, teacher motivation would normally comprise of forces that come from both within and from outside of an individual. Hicks (2011), emphasizes that teacher motivation that comes from the inside of him encompasses of things such as the needs, wants and also the desires which an individual has; as such, these factors in the end influence how the teacher think leading a positive change in behavior towards the improvement of learning. Teacher motivation requires that the teacher is made to be a position satisfying most if not all of the life supporting elements for his/her physical wellbeing such as food, water and shelter. A teacher should able to meet other needs for instance insurance, medical cover, as well as retirement benefits etc. what these would then mean is that the school management must be more concerned with the provision meaningful and equally challenging work, in order to have a feeling of achievement. Any added responsibility and recognition after a certain accomplishment, the availability of opportunities for self-development and advancement because all of these, among other motivators which have not been mentioned drive a teacher towards acting in a way that is desirable.

II. STATEMENT OF THE PROBLEM

Public secondary schools in Marigat Sub County have over the years struggled with low achievement in the KCSE examinations. The mean grade for the schools in the sub county has been very low consistently. The sub- county average mean in the last five years has been about 4 which is below the county average mean score of 5.21 over the same period. Studies have been carried out addressing the issue of teacher motivation and school performance by different researchers. For instance, on such a study indicate that the students' chances of being successful in learning cognitive skills, is mainly determine by the school environment which in its completeness will factor in the issue of teacher motivation. Motivation affects teacher satisfaction and it is argued that whenever a teacher is satisfied, the outcome will be that teachers will generally be more productive in their work there by being in a position of influencing the students' achievement in their academic journey. Based on this background, the researcher therefore sought to evaluate Ways in Which Public Secondary Schools in Marigat Sub- County Provide Incentives for Teachers.

III. TEACHERS REWARD SYSTEM AND LEARNERS' ACADEMIC PERFORMANCE

Employee rewarding is a paramount factor in the motivation of employee. Most organizations have progressed immensely by fully being compliant with strategies that is related to their businesses via a rewarding system that is in line with what they are involved in by developing good programs for recognizing performing employees among them. By Motivating employees working in your organization, will ultimately lead to their enhanced productivity. This would be done better by giving an enhanced and effective recognition. In so doing, the results of the organization' will ultimately increase. An organization's success entirely relies on how best her employees are motivated and in the ways employees evaluate their performance for job compensation. Many times managers emphasize on rewards that are extrinsic in nature leaving a side those that are intrinsic which are equally of great value in employee motivation. Similarly, the rewards that are intangible and psychological in nature like appreciating and recognizing your employees also increase their overall performance. In view of this, the researcher sought to identify how public schools in Marigat Sub County keep their teachers motivated.

Andrew (2004) reiterated that employees will more commitment if they are rewarded and recognized for what they do in the organization. On the other hand, Lawler (2003) insisted that for an organization to survive and prosper, entirely depends on how the human resource is tread and handled. In a study by Ajila and Abiola (2004) that did examine intrinsic and extrinsic rewards found out that intrinsic rewards are those rewards that lie within the job they do such as job satisfaction ranging from successful completion of a certain task, receiving appreciation from the head the of the school, and autonomy, while on that same note, they found out that extrinsic rewards are those that are tangible like pay, bonuses, fringe benefits and promotions.

Glewwe et al. (2003) conducted a study in Kenya. In their study, the findings indicated that in Kenya teachers spent 20% of their time out of their work station. A similar scenario was recorded in Uganda at a slightly percentage of 26%. Madagascar also is affected by this problem. This now causes teachers to hold another job in in order to sustain the ever rising cost of living. In fact, good Remuneration is a typical way of utilizing, energizing, directing or controlling employee behavior. An organization is created for of accomplishing certain specific goals and objectives. On the same note, the individuals working in any organization have personal needs to accomplish. Hence, the system used by an organization to reward her employees would obviously play a crucial part towards the organization's commitment and effort to gaining a competitive advantage and therefore achieving its main objectives. If an organization develops an effective reward system, it will be possible to retain its high performing employees. This is because rewards are normally related to their productivity. For an organization to maximize the employees performance, there should be in place proper policies and procedures formulated, including good reward systems in order to make employees

feel more satisfied and motivated Carraher, *et al.* (2006). Reio and Callahon (2004) emphasized that according to them both intrinsic and extrinsic rewards cannot be under estimated because they both motivated employees and hence the results in terms of productivity was increased.

For those employees who have a strong personal need to grow, such activities will entail new challenges for them and opportunities in equal measure. According Gross and Friedman (2004) a total and complete package for proper motivation would basically include a compensation plan that is good, benefits and careers. Hu *et al.* (2007) on the other hand pointed out that rewarding system would include both monetary (salary, bonuses) as well as non-monetary motivations like participating in the organization’s decision-making processes and public recognition), all of which is key in the exchange of resources that employees often use to support their differentiation of employees. In view of the foregoing, performance in public secondary schools in Marigat Sub County does not reflect any sense of motivation whether intrinsic or extrinsic. The researcher therefore sought to find out if this had any influence on performance.

IV. RESEARCH METHODOLOGY

The study adopted descriptive survey research design. According to Mugenda and Mugenda (2003), this is a process of collecting data in order to answer questions concerning the current status of the subjects such as behaviour, attitudes, values and characteristics in a study. This study examined how motivation affects teachers’ performance in public secondary schools in Marigat Sub-County. The descriptive survey design method was appropriate and useful in exploring how unaddressed factors are affecting teachers’ motivation to deliver quality education which in turn impacts on students’ academic achievement. The researcher looked at variables that affect motivation such as teachers’ incentives, safe learning and orderly school environment and how they affect the learner’s academic achievement.

Marigat Sub - County has 20 public secondary schools, 20 Principals and 83 teachers’, according to statistics in the Sub-County Education office Marigat (2015). Purposive sampling was used to select the 12 public secondary schools. Purposive Sampling is a series of strategic choices about with whom, where and how one does one’s research and the way researchers sample must be tied to their research objectives and the context in which the researchers are working according Palys (2008). Purposive sampling was used to identify the schools which had presented candidates for Kenya Certificate of Secondary Education (KCSE) for at least five years.

The study sampled 12 principals purposively. These were the principals whose schools had been selected to participate in the study. The principals were purposively earmarked because they are charged with responsibility of curriculum implementation and administrative duties. They play a control role in initiation of motivation programs and acquisition of necessary resources that promote teacher performance in schools. Teachers have a role in controlling and coordination of class activities and linking them with the administration. The researcher employed purposive sampling by selecting all the public secondary schools that had presented candidates for Kenya Certificate of Secondary Education (KCSE) for at least five years. From the population there were only 12 schools that met the criteria. Hence they made the sample for the study. Census method was used to select all the 12 principals and 63 teachers in the selected schools hence the sample size was 12 schools and 75 respondents.

Category	Population	Sample
Schools	20	12
Principals	20	12
Teachers	83	63
Total	103	75

Table 1: Sampled Population

V. RESULTS AND DISCUSSIONS

Ways in Which Public Secondary Schools in Marigat Sub-County Provide Incentives for Teachers

The first objective was to establish ways in which public secondary schools in Marigat Sub-county provide incentives to teachers. The incentives considered were work load, trainings, physical facilities and instructional materials.

A) TEACHER’S ADEQUACY

The researcher sought to know from the principals whether they have enough teachers or not. This information was considered important because it was on this basis that incentives could come in. The principal’s responses were as indicated in table 2 below

	Frequency	Percent
No	10	83.3
Yes	2	6.7

Table 2 Adequacy of Teachers in School

From Table 1 of the principals (83.3%) said they did not have enough teachers while 16.7% said they had enough teachers in their school. From this response, most schools seemed not to have enough teachers to handle the work load.

B) TEACHER' WORK LOAD

The school principals were asked to rate the teachers work load in their schools. Majority of the principals, 10 of them (83.3%) rated teachers work load as heavy, while 2 of them (16.70%) rated it as moderate. This therefore meant that most schools had fewer teachers than required. The few teachers available have to bear a heavy workload that is in the school. The results agree with Wamukuru (2006) who asserted that the number of students exceeded the available human and physical facilities in the 18,000 public primary schools in Kenya. The principals were also requested to indicate the number of lessons an individual teacher teaches per week. The outcomes were as shown Figure 1 below.

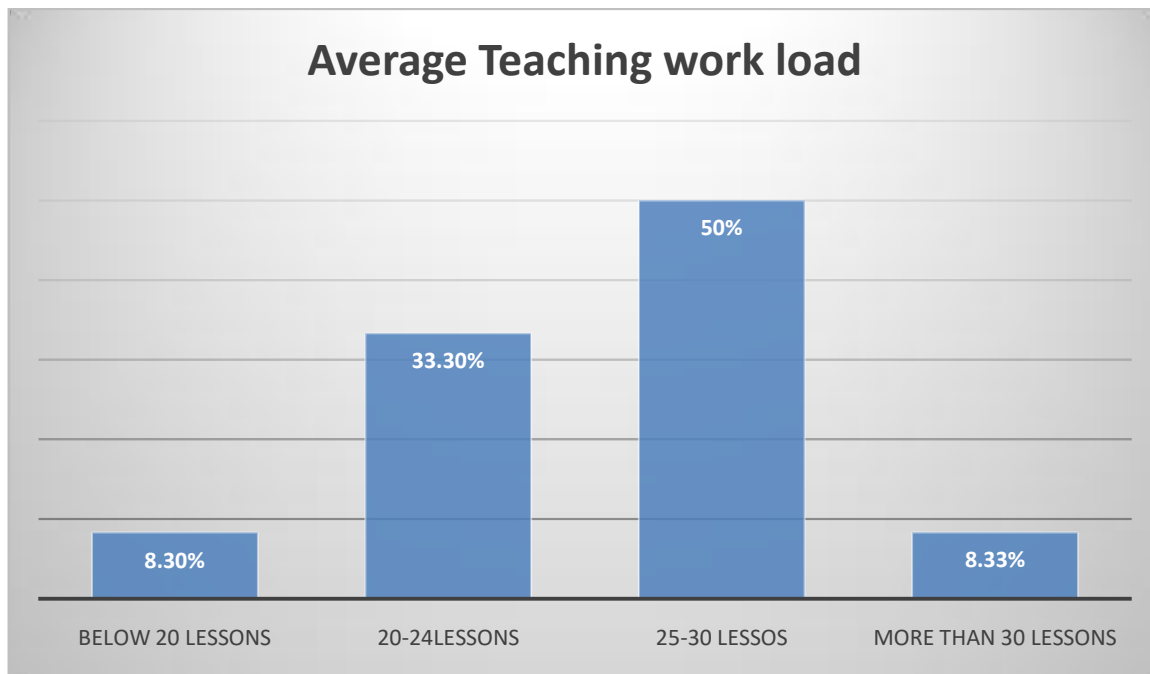


Figure 1 Average Teaching work load

It was established that most teachers, at least 6 of them (50%) have between 25-30 lessons per week, 4 of them (33.3%) have 20-24 lessons, 1 of them (8.33%) had more than 30 lessons per week, while 1 of them (8.33%) had less than 20 lessons per week, as indicated in Figure 3. The results indicate that teachers have heavy work load, since most teachers have more than 20 lessons per week. This over work the teacher and leaves them with little time to prepare for the lessons, hence impacting negatively on their performance. This also acts as demotivating factor to the teachers.

C) TEACHER STUDENT RATIO

The researcher sought information from principals on the teacher student ratio. The information gathered is presented in figure 2 below.

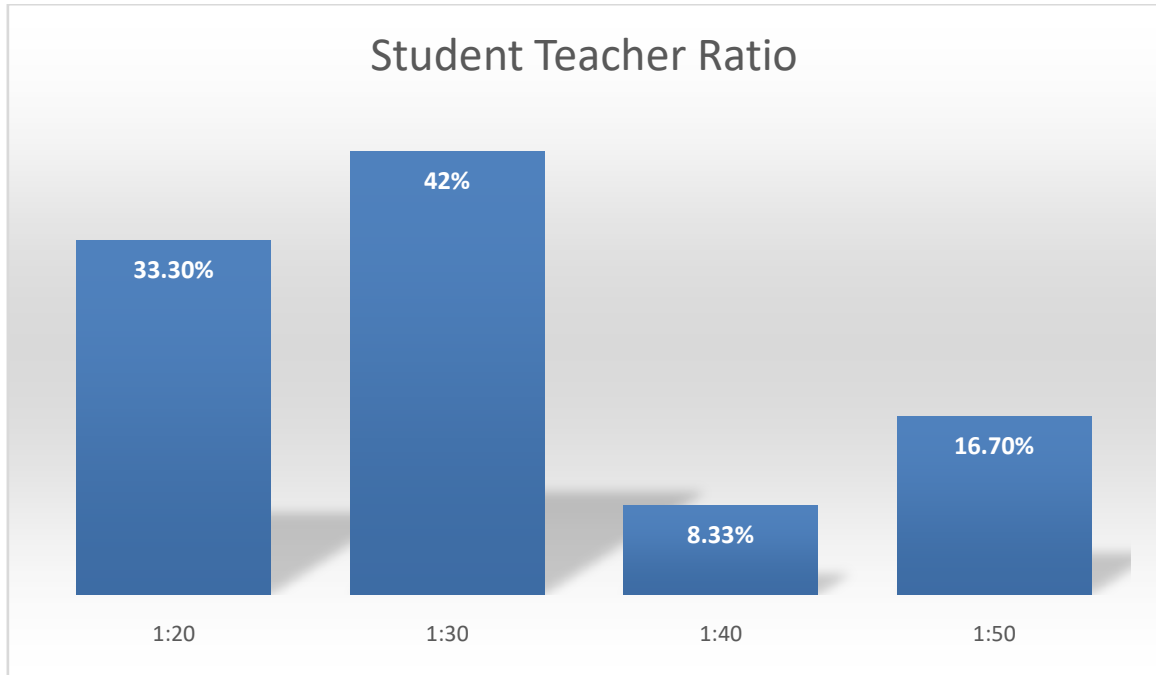


Figure 2 Teacher Student Ratio

The study established that 6 (33.3%) of the schools had a teacher to student ratio of 1:20, 9 (41.7%) had a ratio of 1:30, 1(8.33%) had a ratio of 1:40, while 4 (16.7%) had a ratio of 1:50, as indicated in figure 2. This indicated that most schools have a fair teacher student’s ratio of 1: 40 as required by the ministry of education, which therefore should act as a motivating factor to the teachers.

D) CASES OF TEACHER TRANSFER AND REPLACEMENT

The researcher sought to know from the principals’ cases of teacher transfers and replacements in their schools. The responses are as indicated in the Table 4.5.

TABLE 4.5: CASES OF TEACHERS TRANSFER

	Frequency	Percentage
yes	8	66.7
No	4	33.3
Total	12	100.0

Table 3 cases of teachers transfer

The results indicated that there are rampant cases of teachers transfer as indicated by the majority of the principals 8(66.7%) as shown in table 3 above.

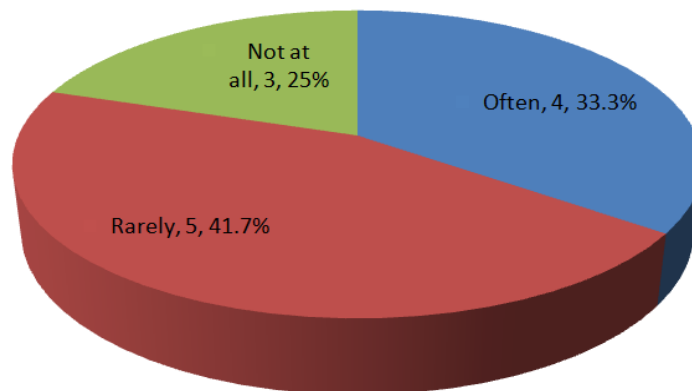


Figure 3 teacher replacement

From Figure 3 principals (33.3%) responded often, 5 of them (41.7%) said rarely while 3 of them (25.0%) said they are not replaced at all. The researcher felt that since the findings indicated that the teachers that are transferred are rarely replaced, it aggravates the problem of heavy workload that is witnessed in the study area. If the above problems persists, more teachers may seek transfers due to heavy workload.

E) PROVISION OF FACILITIES

Provision of facilities is considered as incentive to teachers as this will facilitate teachers in achieving their objectives. The principals were asked to rate the availability of facilities. Their responses are shown in table 8.

Physical Facilities & Resources		QA	A	I	QI	N
Classrooms	F	5	4	2	1	0
	%	41.7%	33.3%	16.7%	8.3%	0.0%
Lockers/Chairs	F	2	7	2	1	0
	%	16.7%	58.3%	16.7%	8.3%	0.0%
Games facilities e.g. playgrounds, balls etc.	F	0	4	6	2	0
	%	0.0%	33.3%	50.0%	16.7%	0.0%
Library / laboratory	F	0	2	4	5	1
	%	0.0%	16.7%	33.3%	41.7%	8.3%
Dining hall	F	1	2	1	5	4
	%	8.3%	16.7%	8.3%	41.7%	33.3%
School bus	F	0	0	0	5	7
	%	0.0%	0.0%	0.0%	41.7%	58.3%
Students' textbooks	F	1	7	3	1	0
	%	8.3%	58.3%	25.0%	8.3%	0.0%
Teachers reference books and guides	F	2	6	4	0	0
	%	16.7%	50.0%	33.3%	0.0%	0.0%

Table 4 Provision of Facilities

From Table 4, most school had adequate class rooms as indicated by 5 (41.7%) followed by 4 (33.3%) of the principals who responded quite adequate and adequate respectively. Two 2 (16.7%) of the principals who indicated that there were inadequate classes. On lockers and chairs, 2 (16.7%) responded quite adequate, 7 (58.3.0%) said adequate, 2 (16.7%) responded inadequate while 1(8.3%) said quite inadequate. Most schools do not have adequate games facilities as indicated by 4 (33.3%) who responded inadequate, and 5(41.7%) who mentioned quite inadequate, while 2 (16.7%) had adequate games facilities. Majority of the school's principals responded that the library and laboratory are inadequate as indicated by 6 (50.0%) who responded quite inadequate and 4(33.3%) that said inadequate, while 2 (16.7%) had none of those facilities.

Most schools either lack the dining halls or the available dining hall is inadequate as shown by 7 (58.3%) of the schools who lack the facility, 5 (41.7%) who responded quite inadequate. Similarly, 7 (58.3%) of the principals responded that they don't have school bus, while 5(41.7%) mentioned that the school bus is inadequate. On provision of text books, 7 (58.3%) responded adequate and 3(25.0%) said inadequate. Most of the respondents 6 (50.0%) mentioned that teachers reference books were adequate and 4 (33.3%) responded that it was inadequate, as indicated in table 4.6. The basic physical facilities such as; class rooms, lockers, students text books and teachers reference books were found to be adequate.

From the analysis above the schools were found to have challenges with games facilities, laboratories, libraries, dining halls and school buses. The absence of these facilities might de-motivate teachers since it negatively affects their delivery of service. The teachers in the study area are therefore not motivated by the provision of facilities and may result in poor academic performance. Similar results were found by Mayama, (2012), and he concluded that lack of basic facilities like laboratories has compromised the teaching of science subjects.

The teachers were also presented with questions to rate the availability of facilities in their schools. The responses are as shown in Table 5.

Facilities		SA	A	U	D	SD
The schools staffroom is well equipped with good furniture and cabinets	F	10	17	1	15	11
	%	15.9%	27.0%	1.6%	23.8%	17.5%
Physical teaching environment; is it a safe or comfortable	F	9	27	6	11	1
	%	14.3%	42.9%	9.5%	17.5%	1.6%
There are enough teaching materials	F	13	20	9	7	5
	%	20.6%	31.7%	14.3%	11.1%	7.9%
The school has spacious and equipped Library	F	9	7	5	14	19
	%	14.3%	11.1%	7.9%	22.2%	30.2%
The school has spacious and equipped laboratory	F	8	13	4	15	14
	%	12.7%	20.6%	6.3%	23.8%	22.2%
The school has enough toilets/latrines for all the school members	F	10	23	1	14	6
	%	15.9%	36.5%	1.6%	22.2%	9.5%
There is a spacious playground for the students	F	12	19	5	13	5
	%	19.0%	30.2%	7.9%	20.6%	7.9%
The school has good housing facility for its teachers	F	8	13	3	9	21
	%	12.7%	20.6%	4.8%	14.3%	33.3%

Table 5 teacher's response on school facilities

From Table 5, 10 teachers (15.9%) strongly agreed, and 17 of them (27.0%) agreed, 15 of them (23.8%) disagreed while 11 of them (17.5%) strongly disagreed. Indicating that in most schools the staff rooms are not well equipped with furniture and cabinets. Majority of teachers 27 of them (42.9) agreed that the physical environment is safe and comfortable and 9 of them (14.3%) agreed. Majority of the teachers, 20 of them (36.1%) agreed and 13 teachers (20.6%) strongly agreed that there are enough teaching materials. Concerning space and equipped library, most of the teachers, 14 of them (22.2%) agreed that they were adequate while 19 of them (30.2%) strongly disagreed. Most schools have enough toilets/ latrines for all the school members, as indicated by 10 teachers (15.9%) who strongly agreed and 23 of them (36.5%) who agreed. The study established that there is spacious playground for the students, but the schools lack housing facilities for teachers. From the findings above, the availability of physical facilities and resources within the school has an effect on teacher motivation and general performance of the students. Therefore, the teachers' responses concur with those of the principals.

VI. CONCLUSION

Majority of the schools in the Sub-County do not have enough teachers. There is a shortage of teachers in the sub county. There are regular transfers of teachers in the schools in the sub-county and the teachers are not regularly replaced. The Sub County do not provide sufficient incentives to teachers in secondary schools which may act to de-motivate teachers and compromise academic achievements of the learners. Most schools in the sub-county have adequate class rooms, lockers and chairs, the text books and teachers' reference books. Majority of the schools do not have adequate games facilities, library, dining hall, and school buses. Lack of enough facilities in the schools affects teacher's motivation and also the academic performance of the students. The school principals regularly monitor teachers' professional documents such as records of work, schemes and students' progress records which are believed to result in orderly school environment. The factors which motivate teachers include good leadership, perceived fairness on teacher promotion, promotional opportunity in other professions and work environment/condition.

The students are engaged through administering of assignments since the assignments are given to students on daily basis. The teachers correct all the assignments given to students. However, there are frequent complains about students not completing the assignments, and the reasons given was lack of time and lack of text books. There is a relationship between teachers' motivation and learners' academic performance. The principals believe that discipline in schools is essential for good learning and it is essential for good teacher relationship. Majority of the schools have school rules and regulations in which the learners are required to sign to uphold school rules on admission. In most schools' guidance and counselling department are not well supported. Similarly, schools do not involve parents and guardians in students' discipline.

VII. RECOMMENDATIONS

Concerning the shortage of teachers that has resulted in teachers having heavy work load, the study recommends that the ministry of education employs more teachers while the schools would employ others under BOM. Teachers are motivated by good leadership, work environment, opportunities for promotion, and perceived fairness. The schools should ensure that school environment in general motivates the teachers ranging from management styles, provision of necessary facilities, and creating opportunities for teachers to enhance their professional development.

Concerning students who fail to complete their assignment due to lack of time and text books, the study recommends that the schools to boost students' books ratio, especially books that are used by the students to handle the assignments.

The study established a strong positive relationship between teachers' motivation and learners' academic performance. The study therefore recommends that the school management to design teacher motivational strategies in order to enhance students' academic performance.

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