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Influence Of Principals' Motivational Strategies On Performance In Kenya Certificate Of Secondary Education In Secondary Schools In Nyandarua County, Kenya

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Abstract: Employee motivation is explained by labour experts as the extent to which an employee feels motivated at individual level. The motivated individual feels the drive to accomplish target achievement. Organisation policies are integral in setting appropriate targets to employees. Expectancy theory helps in understanding different motivational levels among the working force. It identifies things that individual employees form as the basis of employee motivation that in turn makes them to work. The objective of this study was to examine the effect of motivational strategies used by principals on teachers and how these in turn impact on academic performance of public secondary schools in Nyandarua County in Kenya. Descriptive survey research design was adopted for the study. The study was anchored on Transformational Leadership Theory. Questionnaires were used to collect data from principals, teachers, and students. The study targeted all public secondary schools in Nyandarua County. Stratified random sampling technique was used to select individual respondents. The study sample was a total of 384 principals, teachers, and students, equally drawn from the 167 public secondary schools in the county. Descriptive analysis was conducted in data analysis. This study found that there was a significant relationship between the academic performance of a school and motivational strategies. It was noted that passive management has a positive influence on teacher service delivery. The principals to listen to teachers' grievances and engage with them so as to foster increased service delivery. As well, the head teachers should make sufficient efforts to curb foreseeable problems rather than wait for them to occur so as to take measures. The head teachers need to ensure that the rewards offered to staff capture their attention so that it can provide effective motivation in effective service delivery.

Keywords: strategic leadership, motivation, performance

I. INTRODUCTION

Principals' leadership strategies involve constructive feedback as well as praise from colleagues from colleagues and the principal positively contributes to teachers' sense of security, motivation, confidence and self-esteem. Teachers are always in anticipation of feedback of their achievement, recognition and praise hence this is a likely source of their motivation (Steyn, 2002). In Mexico, for example, in the event

that a teacher surpasses cut-off scores in national assessment they are considered for betterment of salary terms. This kind of assessment encompasses a teacher background characteristics as well as students test scores at the end of the year.

In the developing countries like Kenya collegiality search is a factor that motivates teachers. In the developed world the existence of the community of practice motivates teachers most in the school environment. Sergiovanni (2004) avers that

through sharing of common body of knowledge teachers are readily motivated. This can only happen when teachers have forums for discussions, training and development programmes.

In the developed countries teachers motivation is reinforced by quality teacher development and training, in addition they have access to improve their training subsequently (Evans 1999). Their physical working environment is acceptable. These countries like Australia, United Kingdom, Canada and United States of America. As the learners meet academic targets teachers are continually motivated buttressed by subsequent rewards. A decade ago, it was observed that incentives that bolster performance are normally not tested (Hanushek, 2002). Since then, a broad spectrum of programs that enhance accountability have been adopted according to the teachers test scores this is crystal clear in No-Child-Left-Behind Act, auspices of United States of America. It is against the aforementioned that this study examines the influence of principals' motivational strategies of performance in national examinations in Nyandarua County, Kenya.

II. LITERATURE REVIEW

Motivation is the maintenance of goal oriented behaviors guided by processes that guides, maintains and guides such behaviors. Our behaviors are guided motivation, whether is gaining knowledge through reading a book of quenching thirst through drinking a glass of water. In this aspect motivation has three components intensity, persistence and activation. Decision of initiating a behavior, for instance enrolling in a class for education, is therefore activation. Taking more education courses to earn a degree and withstanding obstacles is persistence. The vigor and concentration exhibited in pursuing your goal is the intensity. For instance, a student may perform devoid of much effort, while another student must regularly study engage in research activities outside class as well as classroom discussion in order to perform. The same can be said of teachers in day secondary schools. Motivation can therefore be dependent of intrinsic or extrinsic variables.

Motivation that take the extrinsic perspective include variables that emanate outside an individual this involve rewards such as social recognition, praise, money and trophies. Intrinsic motivation emanates within an individual that results to personal gratification, for example this can be achieved by solving a cross-password that is complicated. This implies that the management has to provide for hygiene factors if at all motivation-hygiene theory holds. In addition to hygiene factors the management must provide for intrinsic factors to mitigate employee dissatisfaction.

Some things that cause low teacher motivation include; problems that relate students that include high absconding and absenteeism, disrespecting school rules and teachers, laziness, prevalent indiscipline cases, lack of work ethics, and late coming. Others include academic curriculum and instruction where the teachers complain motivation is skewed to academics but not comprehensive; maintaining assessment and record tasks that consumes time; deterioration in literacy and numeracy skills that negates progress; lack of

collaboration and teachers professional development that lowers teachers confidence; a drop in standards. This requires that teachers should be consulted for their input in syllabus changes (Perumal, 2011).

Motivation process that recognises the feelings of employees in relation to achievable targets usually ensures that employees are motivated. Organization policies that ensure that employees agree on target would be appropriate. This theory suggests that managers use different motivational needs, as a result select only things that employees at individual level would influence them to act (Derek & Stephen, 2008). According to Armstrong and Taylor (2014) motivation levels is at the peak when employees know the roles they have to play for them to be rewarded, the reward therefore has to be reasonable. The basis of the expectations may be hinged on the previous experiences, although employees differ based on the current situations. For example, changes brought by the management on working conditions.

A. TRANSFORMATIONAL LEADERSHIP THEORY

Interest of any researchers has been captured by the concept of Transformational leadership theory in the past three decades particularly in the field of leadership of organizations. Burns (1978) developed this theory; subsequently it was enhanced by Bass (1995). The major argument in this theory is the ability of a leader to motivate followers in task accomplishment that supersedes the follower predefined task accomplishment goals. (Krishnan, 2005). School principals have the tasks to exhibit this type of leadership to ensure that the motivation concept of this type of leadership is achieved to enable the teachers give their best in teaching. This will enhance classroom service delivery beyond expected levels. Transformational leadership is explained by individualized considerations, inspirational motivation, and intellectual stimulation and idealized influence.

Burns (1978) avers that transformational leaders concentrate on inspirational motivation to enable their followers to accomplish more through aligning organizational and personal values. Moreover, Burns (1978) argues that transformational leadership is a relationship between the follower and the leader whereby they motivate each other to higher level of results in closer interaction of the follower and the leader (Krishnan, 2005).

A Principal of a secondary school is a highly trained and experienced intellectual. Based on this fact he/she is able to link well with components of transformational leadership: one of the components being intellectual stimulation, the principal and the teacher can relate in intellectual realms to enhance performance levels. Principals in the same strength can cultivate an environment of ideological ways of achieving greater heights of success by practicing transformational leadership based on ideologies.

According to Krishnan (2005) transformational leadership enables a significant relationship between organizational and personal outcomes (Krishnan, 2005). Studies have justified that organizational commitment and satisfaction of the follower is enhanced by transformational leadership. Studies have established that organizational conditions, change and employee commitment is reinforced by transformational

leadership. As a result of transformational leadership influence on organizational and personal performance outcomes it is a desired trait every organization (Bass, 1995).

III. RESEARCH METHODOLOGY

The study targeted 167 principals, 1,660 teachers, 67,840 students in Nyandarua County. The study was carried out through a descriptive research design. A descriptive research design is a research design that describes a phenomenon or subject population characteristics through estimation of population proportion, as well as discovering relationships between varied variables (Cooper & Schindler, 2003). Stratified random sampling technique was employed at all the school levels in Nyandarua County. Respondents were sampled individually through simple random sampling.

The study used Neuman (2011) formula in determination of the sample size in large populations, normally above 10,000, to arrive at the sample size of 384 principals, teachers and students as shown below.

$$n = \frac{Z^2pq}{d^2}$$

Where n = the required sample size, when the target population is more than 10,000

Z = is standard normal deviate at the required confidence level, 0.05, which gives 1.96

p = is the proportion of the target population estimated to have the characteristics being measured when one is not sure, so one takes middle ground (0.5)

$$q = 1-p (1 - 0.5 = 0.5)$$

d = is the level of statistical significance, which is a standard set at 0.05

$$n = \frac{1.96^2 \times 0.5 \times 0.5}{0.05^2} = 384$$

The study sampled a total of 384 students, teachers and principals equally drawn from the 167 public secondary schools in the county. This process involved giving equal chance to 167 principals, 167 teachers in each school and a random chance to 50 students.

The study used primary data which was largely quantitative in nature. Data was collected from students, teachers and principals by use of structured questionnaires.

IV. STUDY FINDINGS

The findings of this study are presented as follows:

A. PRINCIPALS' MOTIVATION STRATEGIES

The study sought to establish effects of motivation strategies on academic performance of public secondary schools in Nyandarua County in Kenya. Specifically the study sought to establish teachers' motivation and rewards.

a. BEST PERFORMING TEACHERS ARE ALWAYS REWARDED

The study sought to establish whether best performing teachers are always rewarded. Selected principals were requested to share their opinions on this. The findings are presented in Table 1.

Teachers Rewarded	Frequency	Percentage
Strongly Agree	58	46.6%
Agree	49	39.8%
Neutral	11	8.7%
Disagree	4	2.9%
Strongly Disagree	2	1.9%
Total	124	100

Table 1: Best Performing Teachers Are Always Rewarded

The study established that 46.6% strongly agree that best performing teachers are always rewarded, while 39.8% agree that best performing teachers are always rewarded. This was closely followed by 8.7% principals who were neutral to the statement that best performing teachers are always rewarded, while 2.9% disagree that best performing teachers are always rewarded. Only 1.9% strongly disagree that best performing teachers are always rewarded. A majority of 86.4% of the principals agree that best performing teachers are always rewarded. The findings imply that best performing teachers are always rewarded in public secondary school in Nyandarua County. The study findings suggest that principals in secondary schools in Nyandarua County have successfully put in place reward strategies aligned to academic performance.

Motivation levels is at the peak when employees know the roles they have to play for them to be rewarded, the reward therefore has to be reasonable. The basis of the expectations may be hinged on the previous experiences, although employees differ based on the prevailing conditions. For example, changes brought by the management on working conditions. This is also the case with Webb (2007) who established a strong positive association between organizational results and contingent rewards. Similarly, Zopiatis and Constanti, (2010) noted that if leaders provide followers with valued rewards such as recognition or compensation, followers are likely to be satisfied with their job and exhibit lower levels of stress and burnout which will in turn enhance their service delivery. From prior literature, the notion is that contingent reward leadership leads to improved job satisfaction levels, performance, and commitment. From the study, contingent reward leadership positively and significantly relates with teacher service delivery.

b. TEACHERS' MOTIVATION REINFORCES TEACHERS PERFORMANCE AND HENCE STUDENT PERFORMANCE

The study sought to establish the relationship between teacher motivation and teacher performance and how this in turn impacts on student performance in national examinations. The findings are presented in table 2.

Conducting formal test	Frequency	Percentage
Strongly Agree	85	68.9%
Agree	19	15.5%
Neutral	14	10.7%
Disagree	4	2.9%
Strongly Disagree	2	1.9%
Total	124	100

Table 2: Teachers Motivation Reinforces Teachers Performance and Hence Student Performance

The study established that 68.9% strongly agree that teachers motivation reinforces teachers performance and hence student performance, while 15.5% agree that teachers motivation reinforces teachers performance and hence student performance. This was closely followed by 10.7% principals were neutral to the statement that teachers motivation reinforces teachers performance and hence student performance, while 2.9% disagree that teacher motivation affects their performance and hence the performance of students in national examinations. Only 1.9% strongly disagreed that teachers motivation reinforces teachers performance and hence student performance. A majority of 84.4% of the principals agreed that teachers motivation reinforces teachers performance and hence student performance. The findings imply that teachers' motivation reinforces teachers' performance and hence student academic outcomes in public secondary school in Nyandarua County.

Work content concerns both intrinsic and extrinsic values that employees consider before taking up a job. Work content entails satisfiers and motivators that make employees to enhance their value proposition that impacts on organization citizenship. For instance, the intrinsic factors like the job itself, pay, supervision and company policies relate well with work content and hence the strength of employee citizenship to an organization. Therefore, the availability of intrinsic and extrinsic motivators will subsequently buttress teachers' performance outcomes.

The objective of the study was to establish effect of motivation strategies on academic performance of public secondary schools in Nyandarua County in Kenya. Specifically the study sought to establish teacher's motivation and rewards and their impact on academic performance. The study therefore sought to find out whether teachers' motivation reinforces their performance and hence students' performance. A majority of 84.4% of the principals agreed that teachers motivation reinforces teachers performance and hence student academic outcomes.

Kingful and Nusenu (2015) study findings agree with the current study, they sought to establish the influence of teachers' motivation among senior high schools in Ghana. In addition to, their findings suggested that merit pay and job enrichment buttresses teachers' motivation among senior High School in Ghana. They further established that motivation of teachers significantly improve academic performance. The findings of this study are in tandem with Barasa (2015) who noted that most teachers lacked motivation in their work and this accounts for the low performance in these schools. Motivation strategies such as recognition, training and development, incentives and career advancement were minimal in the schools. It is the feeling of the researchers that

more innovative ways of motivation need to be included in the reward systems by school principals.

V. CONCLUSION

Principals' leadership role in motivation and supervision in the secondary schools has significant positive influence on academic performance of the students. The findings indicate that students' and teachers' motivation and supervision should be encouraged on the benefits of working hard in their studies upon admission in secondary school.

VI. RECOMMENDATIONS

It was noted that passive management has a positive influence on teacher service delivery. As head teachers increase autonomy in the school, it is important for them to be part and parcel of the teaching force. The head teacher needs to listen to teachers' grievances and engage with them so as to foster increased service delivery. As well, the head teachers should make sufficient efforts to curb foreseeable problems rather than wait for them to occur so as to take measures.

The head teachers need to ensure that the rewards offered to staff capture their attention so that it can provide effective motivation in effective service delivery. More importantly, it is utmost necessary for the head teachers to recognize teachers' achievement and reward staff members equally.

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