

Motivational Strategies and Teachers' Productivity: Lessons of Experience from Public Secondary Schools in Kisii County, Kenya

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Abstract: *This study examined motivational strategies commonly used by principals and teachers' productivity in public secondary schools in Kisii County, Kenya. The population for the study comprised all teachers and the students of public secondary schools. Combinations of purposive and random sampling techniques were applied to select a sample of 30 teachers and 400 students making a total of 430 respondents. Questionnaires and interview schedules were the main research instruments used to collect data. The result of the study revealed that the principals used various motivational strategies including positive commendations, end of year monetary and non-monetary awards and effective communication, amongst others to motivate teachers for higher productivity in terms of enhanced school outcomes. The results indicated that the R^2 and the Adjusted R^2 values were 0.490 and 0.480, respectively. This implies that 49 percent change in the teachers' job productivity is jointly accounted for by the principals' motivational strategies. The remaining 51% could be explained in terms of non-motivational factors. Based on the findings, it was recommended that the principals should focus their strategies on motivating teachers and creating team work for enhanced [185 words].*

Key words: *Principal, Motivational Strategies, Teachers' Productivity, Secondary Schools, Kisii County, Kenya.*

I. Introduction

1.1 Background to the Study

Motivational strategies and teacher productivity are related constructs that influence the quality of education. Quality education is the degree to which education can be said to be of a high standard, satisfies basic learning needs and enriches the lives of learners and their overall experience of living (UNESCO, 2000; Orodho, 2013). In efforts to achieve the goal of EFA, massive human, financial, and physical resources have been invested in the education sector (Republic of Kenya/UNESCO, 2012). In this respect, the quality of education is an imperative where it is seen to be efficient, focused on the client (the Pupil), and involving all stakeholders.

The achievement of quality education rests squarely on the shoulders of teachers who need appropriate motivation to produce the desired educational productivity. Given the fact that education is one of the important factors that help in bringing about rapid social and economic development in any given nation, the role of principals and teachers cannot be downplayed. However, concerted efforts are always made through effective and efficient motivational strategies by the school principals to ensure teachers' productivity in the school system. Motivational strategies has been always been regarded as the internalized drive that is more dominant in an individual at a given moment which are integral and essential part of the secondary school administration. To this ends, no meaningful development could be achieved in the school system without the appropriate strategies to stir up the commitment of teachers on part of the school principal as regards their productivity (Orodho, Waweru, & Getange, 2014; Republic of Kenya, 2013).

Motivation is to inspire people to work, individually or in groups in the ways such as to produce best results. It is the will to act. It is the willingness to exert high levels of effort towards organizational goals, conditioned by the efforts and ability to satisfy some individual need (Orodho, 2013). Motivation is getting somebody to do something because they want to do it. It was once assumed that motivation had to be injected from outside, but it is now understood that everyone is motivated by several differing strategies as is also applicable in the school system. It is against this background that this study which examined the role of principals' motivational strategies on teacher productivity in Kisii County, Kenya, was premised.

1.2 State of the Art Review

Principal motivational strategies in school system could be seen as monetary incentive conducive environment, non-monetary incentives, conditions of service, regular and attractive payment of salary and effective communication are very significant in ensuring the productivity of teachers in the school (Republic of Kenya/UNESCO, 2012; Republic of Kenya, 2012a, 2012b).

Incentive is an act or promise for greater action. It is also called as a stimulus to greater action. Incentives are something which is given in addition to wages. It means additional remuneration or benefit to an employee in recognition of achievement or better work. Incentives provide a spur or zeal in the employees for better performance. It is a natural thing that nobody acts without a purpose behind. Therefore, a hope for a reward is a powerful incentive to motivate employees. Besides monetary incentive, there are some other stimuli which can drive a person to better (Orodho, 2013; Orodho, Waweru & Thinguri, 2013). This will include job satisfaction, job security, job promotion, and pride for accomplishment. Therefore, incentives really can sometimes work to accomplish the goals of a concern. The need for incentives in organisation as is also applicable in school system includes: to increase productivity, drive or arouse a stimulus work, enhance commitment in work performance, psychologically satisfy a person which leads to job satisfaction, shape the behaviour or outlook of subordinate towards work, inculcate zeal and enthusiasm towards work and get the maximum of their capabilities so that exploited and utilized maximally (Sava & Orodho, 2014).

Therefore, management has to offer the two categories of incentives to motivate teachers which are monetary incentives that are meant to satisfy the teachers by providing those rewards in terms of naira. Money has been recognized as a chief source of satisfying the needs of people and non-monetary incentives which are also the certain non-financial incentives that can satisfy the ego and self-actualization needs of the teachers in the school. The non-monetary incentives can also be seen as security of service, praise or recognition, suggestion scheme for the teachers, job enrichment and promotion opportunities. A combination of financial and non-financial incentives help together in bringing motivation and zeal to work in a concern that really enhance the productivity of teachers in the school system (Mumanyire, 2005).

One of the ways to inspire employees to perform better is to set benchmarks for bonus pay or any other kind of incentive that any employee could reach with hard work. Teachers are expected to do their daily jobs functions each work day. In order to maintain morale, and find ways to make each teacher more effective, the principal need to gather input from his staff on a regular basis. He should not necessarily know the detailed in and out of every teacher's job, but he can learn, help and guide his teacher to more efficient work habits by listening to their input and putting their ideas to good use (Akerere, 2007; Analou, 2000).

However, teachers' productivity on the other hand could be described as the duties performed by a teacher at a particular period in the school system in achieving desired goal. It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. However, productivity on part of the teachers is determined by their level of participation in the day to day running of the school, regularity in school, class attendance, student's level of discipline, proper use of instructional materials to facilitate learning process. It is noted that teachers behave differently under different situations. Principals can therefore encourage effective productivity of their teachers by identifying their needs and trying to satisfying or meeting them through appropriate, relevant and adequate motivational strategies (Maicibi, 2003; Orodho, 2013; Ouma, 2007).

Also, Owoye (1999) asserted that variables of teacher's productivity such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teachers' performance could be measured through annual report of his/her activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers.

In organizational psychology, it is frequently expressed that job productivity is a function of ability and motivation on part of the leader (Dugu, 2000; Fechlin & Olivia, 1993). Productivity can be regarded as almost any behaviour, which is directed toward task or goal accomplishment. The importance of motivation and its impact on employee performance and retention is recognized by many human resources practitioners and companies today. Good productivity among staff in a school have many implications such as high motivation among employees, outstanding ability, good organizational climate and infrastructure, excellent leadership that can sustain rapport and productivity and good relationship among staff. Job motivation is important to the effectiveness of an organization.

In an educational organization, job motivation would produce a teacher with high vitality. This refers the positive quality of producing good products and in this case, it is good student performance. An individual who is highly achievement motivated would tend to be very conscientious in his or her work and tend to be more responsible. Achievement motivation becomes the driving factor for future understanding and can be defined as a predisposition to strive for success. It is very important to note that, a motivated teacher will offers best in terms of achieving the expected goals in the school system (Orodho, 2013; Sava & Orodho, 2014).

1.3 Statement of the Problem and Study Justification

It is believed that findings from this study will help to improve the principals' motivational strategies and teachers' productivity in secondary schools. Specifically, it will provide relevance information for the principals on the various motivational strategies that stir up the desired teachers' productivity in secondary school across the study area. Furthermore, it will stimulate stake-holders in the educational sector such as curriculum planner government, donor agencies and non-governmental agencies to be considerate and sensitive to the needs of teachers while designing the school curriculum and also put in place the policies that will cater for the needs of teachers across the three tiers of government. It will enable the school principals to be more sensitive to the various strategies that motivate the teachers in order to promote job productivity. The finding from the study will equally assist teachers and students to be alive to their responsibilities in ensuring proper instructional delivery in the class.

II. Research Methodology

The study utilized descriptive survey research design. The survey method was considered appropriate for this study because it is used to investigate phenomenon in their natural setting so as to elicit the true nature of the subject under discussion (Creswell, 2012; Orodho, 2012). Thus descriptive survey design was found appropriate for such a study that attempts to examine the motivational strategies employed by school principals to foster teacher productivity.

2.1 Sample and Sampling Procedures

A multi-stage sampling technique was used to select the sample. In the first stage, secondary schools in Kisii County were stratified into three school categories of boys, girls and mixed schools. Thereafter, 10 schools were randomly selected using simple random sampling technique. In the final stage, 400 students and 30 teachers were randomly selected from each of the sampled schools. A total of 430 respondents were selected, comprising about 10% of the total population as suggested by Orodho, Nzabalirwa, Odundo, Waweru & Ndayambaje (2016).

2.2 Research Instruments

In this research, the instrument that was used is the questionnaire which was designed by the researcher. The instrument contained questions ranging from personal data and job productivity. The structured questionnaire titled "Principal Motivational Strategies Questionnaire" (PMSQ) and Teachers' Job Performance Questionnaire (TJPQ)" were administered to the teachers to determine their views and opinions toward principals' motivational strategies and teachers' productivity. The instruments was segmented into two sections- A and B. Section A contained the Bio-data of the respondents while section B contained series of questions meant to elicit information from the respondents on the variables related to motivational strategies employed by various schools.

The questionnaire was given to experts, mainly lecturers in the department of education management and other test experts in the school of education at Kisii University for necessary corrections and their input were addressed when preparing the final copy of the questionnaire to be administered. Reliability, which refers to the consistence of the research instrument was determined a test-retest method. In this method, respondents who had completed the questionnaire were asked to complete it again after two weeks and their choices compared for consistence. According to Amin(2005) and Orodho (2012), test-retest or stability test provides evidence that scores obtained on a test at one time (test) are the same or close to the same when the test is re-administered some other time (re-test). A study was conducted in four schools in other sub-counties of Kisii County, in order to compute the reliability of the instrument using Pearson Product Moment Correlation Coefficient was used and reliability values of 0.71 and .80 were obtained for the two instruments, respectively (Orodho, 2012; Orodho, Ampofo, Bizimana & Ndayambaje, 2016).

2.3 Data Collection and Analysis

Data for this study was collected after obtaining authorization from the Commission for Science, Technology and Innovation and the County Education Office in Kisii County. The quantitative data collected from the questionnaires were analysed using descriptive and inferential statistics. The descriptive statistics employed were frequency counts and simple percentage. The inferential statistics used were correlation and regression analysis. The qualitative data from students' focus group discussions were analysed thematically (Orodho, 2012; Orodho, Khatete & Mugiraneza, 2016).

III. Findings And Discussion

3.1 Motivational strategies applied by principals in public secondary schools

The first task of the study was to examine the motivational strategies commonly applied by principals in public secondary schools in Kisii County, Kenya. Teachers were requested to indicate the motivational strategies commonly used in their respective schools. The results were analysed according to more frequently mentioned factors and results displayed in Figure 1. The Figure1 shows the result of motivational strategies commonly found among principals in public secondary schools in Kisii County, Kenya. The first strategy cited by nearly one third of all respondents, constituting 32.5%, cited positive commendation by principals to teachers who excelled in their subjects. The second highly ranked strategy was end of year awards in monetary and non-monetary terms to highly performing teachers with higher mean scores in the subject. The third factor, cited by 19% of the respondents' was effective communication of results and expected follow up procedures to be used to improve performance. The other strategies included improved interpersonal relations and expected terms of service by the employer as other strategies that were used by principals to highly motivate teachers. In fact over half of the respondents felt that the conditions of service were not motivating teachers as expected but hoped that things would improve in future as promised by the Salaries and Remuneration Commission .

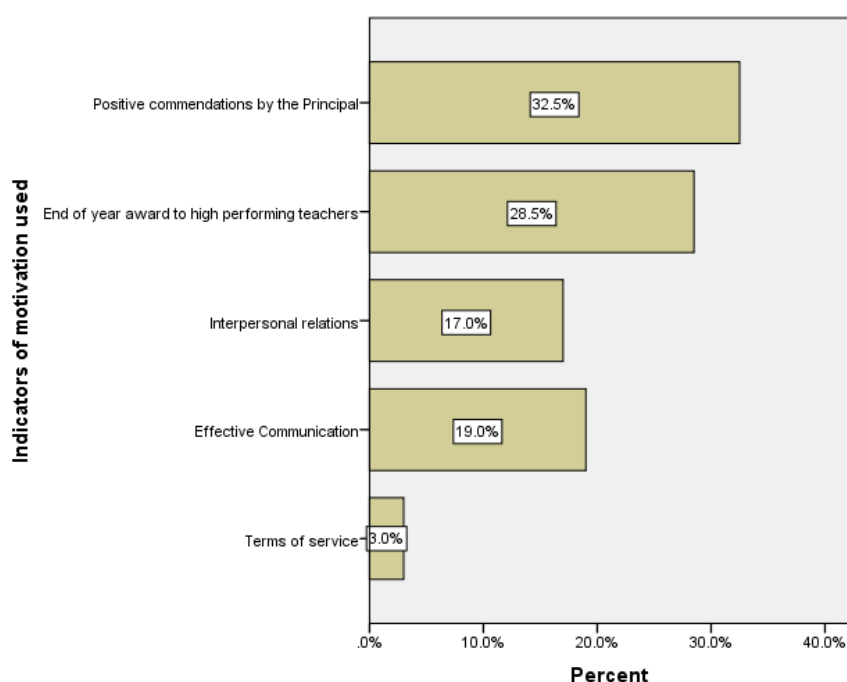


Figure1: Motivational strategies and teacher productivity

The use of effective communication by principals was corroborated by students during focus group discussions when they reported that:

Principals use all available for a to communicate school rules, to encourage learners' as well as teachers to observe school regulations and work as a team towards the attainment of high standards in school and national examinations. The principals also communicate issues to do with importance of sports and other non-curricular activities to both students and teachers.

The study established that nearly three quarters of the teachers, constituting 74 % of the total were in agreement that principals used interpersonal relations as a technique to motivate teachers in the study locale. The few respondents, comprising 26 % who held contrary opinion suggested that teachers should not ignore the use of interpersonal relationship as a motivating factor.

Finally, it was established that a majority of teachers, constituting about 98 % of the total sampled were unanimous that principals highly used commendation technique and recognized individual teacher output during staff meeting and end of year meetings during Annual General Meetings in schools.

The use of commendation as a motivational strategy was also corroborated by students who averred:

Whenever results of national examinations or trial examinations at sub-county or county level are released, the principal usually commends both teachers and students to work harder in future and maintain or enhance the results. The same is true when students, either individually or as a group excel in other non-academic activities such as sports and games; music and drama as well as science congress.

Going by the results, it was clearly revealed that the larger percentage of the respondents strongly agreed that their principal commonly used condition of service, effective communications, interpersonal relationship, end of year awards and commendation at meetings respectively as key motivational strategies across the public secondary schools in Kisii County, Kenya.

3.2 Statistical Relationship between Motivation and Teacher Productivity

It was found necessary to test the hypothesis regarding the relationship between motivational strategies used and teacher productivity.

H₀₁: Principals' motivational strategies have no significant influence on teacher's productivity in public secondary schools in Kisii County, Kenya.

Table 2: Multiple linear regression analysis of principals' motivational strategies on teachers' productivity in Kisii County, Kenya

Variable	Coefficient	Std. Error	t-value	Sig.
Constant	1.652**	0.309	5.341	0.05
Condition of service	0.293**	0.070	4.167	
Effective communication	1.97	0.059	3.348	
Interpersonal relationship	0.052**	0.061	0.857	
Yearly award	0.386**	0.094	4.091	
Commendation at meeting	0.508**	0.093	5.472	
R ²	0.490			
Adjusted R ²	0.480			

Table 1 presents the results of the multiple linear regression that show the influence of influence of principals' motivational strategies (condition of service, effective communication, interpersonal relationship, end of year award and commendation at meeting) on teachers productivity in public secondary schools in Kisii County, Kenya. The results in the table show that the R² and the Adjusted R² values were 0.490 and 0.480, respectively. This implies that 49 percent change in the teachers' job productivity is jointly accounted for by the principals' motivational strategies. The results in the table further show that condition of service, interpersonal relationship, end of year award and commendation at meeting were significantly influenced teachers' job productivity. They were both significant at 5 percent level of probability. This implies that the principals' motivational strategies influenced teachers' job productivity in the study area.

The results are in agreement with Tayan (2005) Bishay (2006) and Orodho (2013) who established that principals' motivational strategies significantly influenced teachers' productivity in schools. Hence, the null hypothesis "principals' motivational strategies significantly influence teachers' productivity in Lagos State public secondary schools" is hereby rejected since the identified principals' motivational strategies significantly influenced teachers' job productivity.

The result of the research question 1 shows that larger percentage of the respondent agreed that larger percentage of the respondents strongly agreed that their principal commonly used condition of service, effective communications, interpersonal relationship, end of year awards and commendation at meetings respectively in the study area. This result was in line with the findings of Chipkoet (2000) that said non incentives motivational strategies such good condition of service, effective communication, good interpersonal relationship of the school principal and end of year award have been found to be successful in increasing motivation in the school system. It was strongly agreed that good interpersonal relationship between the school principal and teachers always serves as motivating factors which corroborated with the findings of Sava & Orodho (2014) who concluded that teacher motivation is based on the freedom to try new ideas, achievement of appropriate responsibility levels, as well as effective and efficient communication in the school to boost the morale of the teachers.

Also, the findings revealed that principals in study area commonly found with the use of end of year award as motivational strategies to aid their job productivity which agreed with the findings of Ouma (2005) and Mumanyire (2005) who found out that motivational factor includes both pecuniary and non-pecuniary factors as a way of rewarding excellent performance in the schools.

The results of hypothesis one revealed that their positive and significant relationship between principals' motivational strategies and teachers job productivity. The results of the hypothesis clearly showed that principals' motivational strategies have positive and significant influence on teachers' productivity. These results are in agreement with previous studies such as Orodho (2013)(2005) and Akiyem (1993) that principals' motivational strategies significantly influenced teachers' productivity in schools.

IV. Conclusion And Recommendations

The major object of the study was to establish the main motivational strategies employed by principals for teachers' productivity in secondary schools in the study locale. On the whole, the findings revealed that the school principals used a combination of motivational strategies engraved in the transactional and

transformational strategies. The main strategies, which in the opinion of teachers enhanced teacher productivity included positive commendation by principals, end of year monetary and non-monetary awards and effective communication and goal setting strategies with teachers. From the evidence of the literature reviewed, it was also apparent that the problem of teacher productivity in secondary schools in Kisii County was a multifarious and intertwined process not entirely based on a teacher motivation by school principals, but was also due to other factors like; non-upgrade of teachers' salaries by government since after the 1990s global economic meltdown and the constant promises made by Teachers Service Commission and the Salaries and Remuneration Commissions.

On the overall it was concluded that principals' motivational strategies (condition of service, effective communication, interpersonal relationship, end of year award and commendation at meeting) have positive and significant influence on the teachers' productivity. It further was further established that condition of service, interpersonal relationship, end of year award and commendation at meeting exhibited by the school principals in the study area had a greater influence on teachers' productivity in terms of use of instructional materials.

From the findings and discussions of the results of this study, it was recommended that:

1. Principals should introduce more motivational strategies as a means of encouraging and instilling teachers' productivity;
2. Principals should improve on their interpersonal relationship with the teachers as a means of enhancing productivity in them;
3. Principals should intensify the use of commendation techniques and introduce more sustainable award schemes in order to enhance school performance.

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