



INFLUENCE OF PROVISION OF INCENTIVES BY HEAD TEACHERS ON TEACHERS' WORK PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN NAKURU COUNTY, KENYA

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(Received 30, October 2023; Revision Accepted 6, November 2023)

ABSTRACT

Recent reports on education in Kenya underscore the importance of head teachers adopting effective instructional leadership practices and teachers enhancing their pedagogical knowledge and skills in order to guarantee high-quality education and academic achievement within the country's school systems. One of the instructional leadership practices that can be adopted by headteachers is the provision of incentives to teachers. The purpose of this study was to determine the influence of provision of incentives by the head teachers on teachers' work performance in public primary schools in Nakuru County, Kenya. Hallinger and Murphy's (1985) Model of Instructional Leadership and Campbell et al.'s (1993) Theory of Job Performance informed the study. The study used mixed methods research approach, and adopted the convergent parallel design. The study used both quantitative and qualitative research methods simultaneously to collect and analyze data from a target population of 57,800 pupils, 7,741 teachers, and 680 head teachers from 680 schools, and 11 Quality Assurance and Standards Officers (QASOs). A sample of 68 primary schools were selected for the study using cluster sampling. From these sampled schools 60 pupils and 329 teachers were selected through simple random sampling. Purposive sampling was also used to select 68 head teachers and 9 QASOs. The research instruments used were a focus group discussion guide, questionnaire, interview schedule, and document analysis checklist. A pilot study was conducted in 7 public primary schools in Baringo County with a sample size of 35 teachers. Descriptive and inferential statistics specifically frequency counts, percentages, Spearman rank correlation, and regression analysis, were used to analyze the quantitative data. Qualitative data was analysed using textual analysis approach. The hypothesis was tested at a significance level of 0.05 using Statistical Package for Social Sciences (SPSS) version 25. The findings were presented as frequencies and percentages using tables. Qualitative data was analyzed thematically and presented in narrative forms. The study established that provision of incentives by the head teachers had a statistically significant positive influence on teachers' work performance in public primary schools in Nakuru County. The study highlights the importance of teachers' work performance for overall school outcomes, providing valuable knowledge for head teachers and education stakeholders to focus on initiatives for provision of incentives for teachers and policies that support such initiatives. This will create an enabling environment for maximizing teachers' efficiency and effectiveness, leading to improved pupil performance in KCPE examinations in public primary schools.

KEYWORDS: Provision of Incentives, Teachers' Work Performance, Instructional Leadership, Public Primary Schools

INTRODUCTION

The effectiveness of an education system relies on teachers' work performance, as they are crucial in delivering quality education (Organisation for Economic Co-operation and Development OECD, 2018).

Teachers play a significant role in enhancing proficiency and numeracy skills in primary schools, which serve as the foundation for secondary schools, tertiary institutions, and future job prospects. To support teachers in creating an environment conducive to learners' achievement,

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head teachers should provide curriculum and instruction leadership that engages learners in problem-solving and critical thinking; and also assists teachers in delivering effective instruction and improving their work performance (Usop et al., 2013; Kagwiria & Amukowa, 2013).

Instructional leadership refers to the role of school leaders, such as principals or head teachers, in guiding and supporting the improvement of teaching and learning within an educational institution. These leaders are responsible for fostering a positive and effective learning environment for both students and educators (Enueme & Egwunyenga, 2017). Instructional leadership plays a crucial role in improving teaching and learning outcomes by supporting teachers, allocating resources, fostering a culture of change, and promoting professional growth (Day & Sammons, 2014). Head teachers act as instructional leaders, guiding teachers in effective practices and creating conducive learning environments (Glanz & Zepeda, 2016).

Studies from various countries emphasize the significant impact of instructional leadership on teachers' work performance and students' academic achievement. To ensure effective instructional leadership, practices such as instructional resource allocation, instructional supervision, provision of professional development opportunities, and provision of incentives have been employed by school administrators. Providing incentives and support by school leaders, such as award of certificates, praises and gifts and recognition for outstanding practices, is essential (Buregeya, 2011; World Bank, 2010). By investing in the development and enhancement of instructional leadership, schools can create positive learning environments that lead to improved teacher performance and student achievement.

The provision of incentives can also have a significant influence on teachers' work performance (Hooper et al., 2020). Incentives are rewards or benefits offered to teachers in exchange for improved performance, increased motivation, or achieving specific goals. These incentives can take various forms, such as financial bonuses, promotions, recognition, professional development opportunities, and improved working conditions (Warrah et al., 2018). The impact of incentives on teachers' work performance can be observed in the

following ways: increased motivation, improved job satisfaction, enhanced productivity, and fostering a positive work culture (Wei et al., 2021).

Monetary and non-monetary rewards, such as social approval, verbal praises, recognition, appreciation letters, and gifts, effectively enhance motivation and create an enabling work environment (Armstrong, 2014). Peer recognition programs has been found to improve teacher motivation, job satisfaction, and performance, while praising teachers in front of their peers leads to higher student achievement scores, increased motivation, job satisfaction, and commitment to the teaching profession (Abdullah & Wan, 2013). The impact of financial incentives may vary, with instances of improved student learning in certain contexts. Recognizing and appreciating teachers' achievements positively influences productivity and performance (World Development Report, 2018).

In Kenya, incentives such as salary increment, promotions, and training opportunities have been shown to motivate teachers to work harder and improve their teaching quality (Kiprop, 2018; Kainga, 2021). Research reveals that certificates, praises and gifts contribute in the way teachers perform in school. However, the extent to which these incentives influence teachers' work performance varies from school to school and from region to region (Wanjohi, 2020). Investigating this influence is therefore crucial for establishing a high-quality education system aligned with Kenya Vision 2030's goals of global competitiveness and development.

Statement of the problem

In the Kenyan educational system, there exists an imperative need for comprehensive research that delves into the intricate interplay between provision of incentives and teachers' work performance. Despite concerted efforts to tackle prevailing challenges in the education sector, such as teacher absenteeism, subject content mastery, and inadequate pedagogical skills, a significant void remains in understanding how the strategic utilization of incentives can effectively enhance teachers' work performance (Buregeya, 2011; World Bank, 2010; Muema et al., 2018; Musyoka, 2018; Wasanga et al., 2012). Even though strides have been undertaken to implement instructional leadership practices such

as provision of professional development opportunities, the pivotal impact of incentives on elevating teachers' work performance necessitates further exploration. The significance of this research was underscored by the quest to assess appropriate motivational incentives that can enhance teachers' work performance; thus propelling the Kenyan education system towards the attainment of its ambitions, as outlined in Kenya Vision 2030. This is because the intricate dynamics linking incentive provision and teachers' work performance have yet to be comprehensively investigated. Thus, this study was an assessment of how the provision of incentives by head teachers influence teachers' work performance in public primary schools in Nakuru County, Kenya.

Objective of the Study

The objective of the study was to assess the influence of provision of incentives by head teachers on teachers' work performance in public primary schools in Nakuru County, Kenya.

Research Question

What is the influence of provision of incentives by head teachers on teachers' work performance in public primary schools in Nakuru County, Kenya?

Study Hypothesis

Ho₁: Provision of incentives by head teachers has no statistically significant influence on teachers' work performance in public primary schools in Nakuru County, Kenya.

Literature Review

Teachers' Work Performance

Teachers have an important role in child development and their performance is critical in ensuring that a child gains quality education. It is through teaching that teachers pass on information, abilities, and change states of mind among pupils for human development (Asira, 2011). Additionally, teachers' work performance is depicted as the manner by which a teacher acts during the time spent teaching and is identified with the teacher's effectiveness (Selamat et al., 2013). Teachers' work performance includes those actions or behaviour in line with schools' goals, measured in terms of proficiency in teaching either quantitatively, such as student test scores, or qualitatively, such as in-class teacher evaluations. The indicators of such teacher evaluations include punctuality to

work and lesson attendance, pupils' achievement, effective and appropriate planning for instruction, evidence of mastery of content and curriculum, effective development of learning experiences and management, promotion of a positive and productive learning environment, and sensitivity for learners (Machelule, 2015). For quality of instruction to be realized, teachers' work performance should be assessed so as to enhance student learning and progress; improve the quality of instruction by warranting answerability for classroom performance and teacher efficiency; play a role in the successful attainment of the goals and objectives as defined in the school's vision and mission and to provide a basis for instructional improvement through productive teacher performance appraisal and professional growth (Stronge, 2012).

Influence of Provision of Incentives on Teachers' Work Performance

Teacher incentives can be described as any approach, action, or reward given to teachers to encourage or recognize their productivity at the workplace (Armstrong, 2014). Additionally, improvement of the packages offered in teacher welfare services can also be viewed as teacher incentives (Warrah et al., 2018). Incentives can be either monetary or non-monetary. Non-monetary incentives are regarded as non-cash awards given in acknowledgment of a high level of accomplishment or performance. Incentives in this category include social approval, verbal praises, recognition, letters of appreciation, offering gifts, free tea and lunches, and trips. These incentives work effectively in not only enhancing motivation among employees which ensures effectiveness in service delivery but also remain important in creating an enabling work environment (Abdullah & Wan, 2013).

In the United States of America, Hooper, et al. (2020) conducted a study on peer recognition and teacher performance. The study involved a sample of 47 teachers from three different schools in the United States. The researchers used a mixed-methods approach, which included surveys and focus group interviews, to examine the effects of peer recognition on teacher motivation and performance. The results of the study showed that the peer recognition program had a positive impact on teacher motivation and job satisfaction, which in turn led to improved performance. Teachers reported feeling more valued and supported by their colleagues, which

enhanced their sense of belonging and commitment to the school community.

A study by Wei et al. (2021) found that praising teachers in front of their peers had a positive impact on their performance and job satisfaction. The study involved 154 teachers from four schools in the US and showed that teachers who received praise had higher student achievement scores and reported higher motivation, satisfaction, and commitment. The World Development Report (2018) also supports the idea that providing incentives, such as financial rewards, can inspire teachers and improve student performance, although the effectiveness may vary across different contexts.

According to Wills (2016), teacher incentives in South Africa should not be solely based on students' test scores, but should also consider teachers' innovation, organization, and contribution to improving the learning environment. Spaul (2015) suggests that policy implementation on teacher incentives may impact teachers' performance, although a causal relationship is not explicitly established. Leteane and Moakofi (2015) found that the lack of teacher incentives in Botswana discourages primary school teachers from effectively using ICT during lessons, while Enwereji et al. (2017) highlight the low motivation among primary school teachers in Botswana, resulting in poor performance among students. These studies underscore the need for further research on the impact of incentives on teachers' work performance.

A study conducted in Tharaka Nithi County (Muguongo et al., 2015) found that inadequate compensation and poor working conditions negatively affect job satisfaction and the performance of secondary school teachers. Similarly, a study in Kongoni division, Naivasha (Karega, 2013) revealed that primary school teachers were motivated by head teachers who evaluated their performance and provided incentives such as meals, gifts, and certificates. Moreover, a study in Kakamega County (Machelule, 2015) showed that motivational strategies by the Board of Management, including organizing trips for bonding and celebrating achievements, positively influenced teachers' work performance in secondary schools. The influence of such motivational factors on teachers' work performance in public primary schools in Nakuru County remains largely unexplored, creating a research gap that

necessitated similar research for public primary schools in Nakuru County.

Theoretical Literature of the Study

This section presents the theoretical review of the study: The Hallinger and Murphy's (1985) Model of Instructional Leadership and Campbell, et al.'s (1993) Theory of Job Performance.

Hallinger and Murphy's (1985) Model of Instructional Leadership

Hallinger and Murphy (1985) developed an instructional leadership model based on extensive literature review and primary school head teachers' instructional behavior, consisting of three areas: describing the school mission, planning the instructional program, and creating a conducive school environment. While some researchers criticize its early focus on control, subsequent studies suggest that leadership focused on building teacher capacity through professional learning, networking, and coaching may be more effective. Empirical testing supports the model's applicability in contemporary education systems, providing a framework for improving teacher performance (Hallinger, 2009; Leithwood et al., 2004, 2006; Marks & Printy, 2003; Southworth, 2002).

The model provides a pertinent theoretical framework for examining the influence of provision of incentives by head teachers on teachers' work performance in public primary schools in Nakuru County. The model offers insights into how head teachers' actions in providing incentives, such as rewards and recognition, can serve as a form of instructional leadership practice, potentially motivating teachers to enhance their work performance. By aligning teachers' efforts with the goals of improved student learning, this model underscores the potential interplay between instructional leadership practices and incentives, providing a lens through which the study can explore the mechanisms by which these practices jointly influence teachers' work performance in Nakuru County's public primary schools.

Campbell et al.'s (1993) Theory of Job Performance

Campbell et al.'s (1993) Theory of Job Performance provides a relevant lens through which to examine the influence of the provision of incentives by head teachers on teachers' work performance in public primary schools in Nakuru County. The theory posits that job performance is

a result of a combination of various factors, including individual attributes, job-related competencies, and motivational factors. In the context of the study, this theory implies that teachers' work performance is influenced not only by their intrinsic qualities and professional skills but also by external motivators, such as the incentives offered by head teachers. By integrating this theory, the study can analyze how the provision of incentives aligns with teachers' motivations and perceptions of their roles, impacting their overall job performance. It allows for a comprehensive exploration of the interplay between individual attributes, instructional leadership practices, and the extrinsic motivation provided by incentives, contributing to a nuanced understanding of the multifaceted factors influencing teachers' work performance in Nakuru County's public primary schools.

Research methodology

The study employed a mixed-methods approach, utilizing both qualitative and quantitative data. Specifically, the convergent parallel mixed-methods design was used, which involved implementing qualitative and quantitative methods simultaneously with equal emphasis. The target population consisted of 680 public primary schools in Nakuru County, with 57,800 pupils, 680 head teachers, 7,741 teachers, and 11 Quality Assurance and Standards Officers (QASOs). Cluster sampling was used to select 68 schools, with 10% chosen from each of the 9 clusters. The study selected pupils using simple random sampling, used purposive sampling to select head teachers and QASOs, while teachers were selected through simple random sampling. Data collection instruments used were questionnaires, interview schedules, focus group discussion guides, and document analysis checklists. Questionnaires and interview schedules contained closed-ended and open-ended questions, respectively, to gather both structured and qualitative data. The trustworthiness and dependability of the qualitative data were maintained through a rigorous data collection process employing a variety of instruments, including questionnaires, interview schedules, focus group discussion guides, and document analysis checklists, which facilitated the collection of both structured and qualitative data, followed by a systematic

thematic analysis to identify common patterns and themes in the qualitative data. Thematic analysis was employed for qualitative data, involving categorization and identification of common patterns and themes. Quantitative data was sorted, coded, and analyzed using descriptive statistics and inferential tests such as multiple regression analysis to examine the influence of provision of incentives by the head teachers on teachers' work performance.

Research findings and discussions

The respondents' general characteristics were examined, including their age, highest level of education, and length of service in their current school. The age distribution of the 286 respondents showed that the majority fell within the 36-45 age bracket (44.8%), followed by the 46-55 age bracket (28.3%), while the lowest proportion was in the below 25 age bracket (3.1%). Regarding the highest level of education, the majority of respondents (56.6%) held a degree, followed by those with a diploma (22%), a master's degree (10.8%), and a certificate level of education (10.5%). In terms of length of service in their current school, the largest group of respondents (42%) had been working in their current school for 4-6 years, followed by those with 7-9 years (27.3%), and those with over 9 years (16.4%). These demographics provide insights into the characteristics of the respondents and suggest that the majority of participants are experienced teachers with higher education qualifications.

Awarding Certificates of Merit to Teachers who meet Targets

Based on the sample size of 286, the frequencies for the responses were: 22 respondents (7.7%) agreed that the head teacher in their school gives certificates of merit to teachers who meet targets, 13 respondents (4.5%) strongly agreed, 127 respondents (44.4%) strongly disagreed, 87 respondents (30.4%) disagreed, and 8 respondents (2.9%) were not sure. Therefore, the majority of teachers (214) representing 74.8% disagreed with the assertion that the head teacher in their school gives certificates of merit to teachers who meet their targets. The findings suggest that in most schools, teachers were not given certificates of merit by their head teachers. This would impact negatively on the teachers' work performance; as concluded in a study by

Karega (2013), which established that the issuance of certificates of merit enhanced teachers' work performance.

Encouraging Teachers' Participation in the Teacher of the Year Award

Out of a sample of 286 respondents, the results indicate that 105 respondents (36.7%) were not sure whether the head teacher in their school encourages teachers to participate in the teacher of the year award, 92 respondents (32.2%) strongly disagreed, 38 respondents (13.3%) agreed, while 12 respondents (4.2%) strongly agreed. Therefore, the majority of the teachers (131 respondents, 45.8%) did not agree that the head teacher in their school encourages teachers to participate in the teacher of the year award. The findings are in contrast with those in a study by Warrah et al. (2018) who established that head teachers encouraged teachers to participate in teacher awards arrangements. Teacher awards were found to influence teachers' work performance.

Praising Teachers in front of their Peers for Outstanding Performance

The results show that the response for Strongly Agree was 98 (34.3%), Agree: 46 (16.1%), Disagree: 73 (25.5%), Strongly disagree: 48 (16.8%) and Not sure: 21 (7.3%). Overall, the results suggest that the majority (144, or 50.4%) of the respondents agreed that their head teacher praises teachers in front of their peers for outstanding performance of duties. The findings thus show that in most of the schools, teachers were praised in front of their peers and this had an effect of enhancing their work performance. The findings are similar to those in a study by Wei et al. (2021) where it was found that praising teachers in front of their peers not only was effective in providing an impetus for improvement and continuous professional development but also made teachers perform better.

Praising Teachers in Public for Exemplary Performance in Pupils' Academic Performance

The findings indicate the frequencies and percentages of respondents' agreement with the statement "the head teacher praises teachers in public for exemplary performance in pupils' academic performance", based on a sample size of N = 286 were as follows: A majority of the respondents, 86 (30.1%) strongly agreed, 37 (12.9%) agreed, 52 (18.2%) strongly disagreed, 66 (23.1%) disagreed and 45 (15.7%) were not

sure. Additionally, the results show that 118 (41.3%) of the teachers did not agree that the head teacher in their school praises teachers in public for exemplary performance in pupils' academic performance. The findings are not in agreement with Valenzuela (2022) study that showed that administrators praised teachers' publicly for work well done, a practice that boosted teachers' confidence and work performance.

Ensuring Timely Awards for Teachers' Achievement of Targets

The results indicate that 20 (7%) respondents agreed, 28 (9.8%) strongly agreed, 68 (23.8%) disagreed, 147 (51.4%) strongly disagreed, and 23 (8%) were not sure about the head teacher ensuring timely rewards for target achievement. The majority of the teachers strongly disagreed 147 (51.4%) while 68 (23.8%) disagreed that the head teacher ensured timely awards for the achievement of targets set. The findings contrast those in a study by Warrah et al., (2018) where it was found that school managers made sure that teachers get timely rewards for achievement of the target set which improved work performance of teachers.

Organizing Tours for Teachers to Celebrate Achievements

Based on a sample size of 286, the findings showed that 9.4% of respondents (27 teachers) agreed that their head teacher organizes tours to celebrate achievements, and 4.9% (14 teachers) strongly agreed. However, a significant majority of 72.4% (207 teachers) strongly disagreed, while 9.1% (26 teachers) disagreed, and 4.2% (12 teachers) were unsure about this practice. Overall, 81.5% of the sample (233 teachers) did not agree that tours were organized for celebrations. Arranging celebrations outside school allows for moments of reflection. The findings however contrast with those in a study by Muchelule (2015) where it was established that the schools' board of management (BOM) arranged for trips and tours for teachers to neighbouring countries for bonding and celebrating achievements each year which acted as a motivation factor.

The head teachers were asked to indicate what incentives are given to teachers who meet set targets in their school. One of the head teachers responded as follows: I have an incentive programme in place where teachers who meet

their targets are given a cash award at the end of the year. Source: Head Teacher 28

Another respondent said: There is no incentive programme in the school but we praise teachers in front of their peers and during parents' meetings. Source: Head Teacher 6

Kihoro, Kariuki, and Gitonga's (2021) study revealed that incentive programs, including cash awards, certificates, gifts, and peer review, significantly improve teachers' job performance and satisfaction. Schools without formal programs rely on verbal recognition and praise, while gifts and certificates motivate teachers and foster competition, leading to increased productivity.

The QASO were asked to give their opinion on how provision of incentives to teachers influence their work performance. The following results emerged from one of the respondents:

Providing incentives to teachers improves work performance and fosters a culture of excellence and healthy competition. Source: QASO 1.

According to yet another respondent: It boosts morale and motivation of the teachers and promotes accountability. Source: QASO 4

These findings are consistent with previous research conducted in Kenya. A study by Chepkonga and Sang (2019) found that the provision of incentives such as financial rewards, recognition, and opportunities for career advancement improved the job performance of teachers in public secondary schools in Kenya. Furthermore, the study by Chepkonga and Sang (2019) also found that the provision of incentives improved teacher motivation and satisfaction, reduced absenteeism, and increased teacher retention rates. These findings are consistent with the QASOs' responses that the provision of incentives creates a sense of recognition and appreciation among teachers, fosters a culture of excellence and high performance.

Table 1: Descriptive Statistics for Provision of Incentives

	N	Mean	Std. Dev	Skewness		Kurtosis	
				Stat	Std. Error	Stat	Std. Error
Gives certificates of merit to teachers who meet targets	286	1.97	1.11	1.193	0.144	0.748	0.287
Encourages teachers to participate in the TOYA	286	2.39	1.20	0.346	0.144	-0.902	0.287
Praises teachers in front of their peers for outstanding performance of duties	286	3.07	1.54	0.115	0.144	-1.58	0.287
Praises teachers in public for exemplary performance in pupils' academic performance	286	3.05	1.51	0.114	0.144	-1.478	0.287
Ensures teachers get timely awards for achievement of targets set	286	2.00	1.34	1.243	0.144	0.231	0.287
Organizes tours for teachers to celebrate achievements	286	1.69	1.17	1.667	0.144	1.609	0.287
Valid N (listwise)	286						

Source: Researcher (2023)

The mean scores for the statement describing the provision of incentives were in the range between 1.97 and 3.07. These scores when rounded off, fall in the scaling of 3.0 or below, which has the response strength of 'Not Sure' down to 'Disagree'. The results suggest teacher dissatisfaction with provided incentives. All statements had moderate positive skewness ranging from -0.5 to 1. The range of values for a negative kurtosis is from -2 upwards and thus was also in the normal range. The results thus

suggest that the provision of incentives by the head teachers was not favourable to the teachers, and thus they felt that they needed more incentives. The findings are similar to those in a study by (Enwereji et al., 2017) where it was found that there was a lack of incentives for primary school teachers and this resulted in low teachers' work performance.

Association between Provision of Incentives and Teachers' Work Performance

Spearman rank correlation was computed to establish the association between the provision of incentives and teachers' work performance and the results are provided in Table 2.

Table 2: Association between Provision of Incentives and Teachers' Work Performance

		Provision of Incentives	of Rating of Teachers' Work Performance
Provision of Incentives	Pearson Correlation	1	.122*
	Sig. (2-tailed)		.040
	N	286	286
Rating of Teachers' Work Performance	Pearson Correlation	.122*	1
	Sig. (2-tailed)	.040	
	N	286	286

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Researcher (2023)

The findings reveal a positive and statistically significant association between the provision of incentives and teachers' work performance ($r_s = 0.122$, $p = 0.040$). A unit increase in the provision of incentives corresponds to 0.122 units increase in teachers' work performance. This indicates that providing incentives effectively improves teachers' work performance. These findings align with a study by Warrah et al. (2018), which also found that providing incentives led to improved teacher performance.

A correlation was computed to examine the association between provision of incentives and teachers' work performance at different levels of KCPE marks. The results, shown in Table 3, indicate a positive correlation between incentives and work performance in schools with average scores ranging from 201 to 250 marks ($r_s = 0.129$; $p = 0.035$). This correlation was statistically significant, as the p-value was less than 0.05. Similarly, schools with scores ranging from 251 to 300 marks showed a significant positive correlation ($r = 0.598$; $p = 0.040$). In schools with scores ranging from 301 to 500 marks, a strong positive correlation was observed ($r = 0.877$, $p = 0.022$), indicating a statistically significant association. These findings suggest that higher-performing schools demonstrated a stronger correlation between incentives and teachers' work performance compared to lower-performing schools. The results align with a study by Warrah et al. (2018), which found a positive influence of incentives on teachers' work performance.

Table 3: Association between Provision of Incentives and Teachers’ Work Performance by Performance in KCPE examinations

Average KCPE marks				Teachers’ Work Performance
Average (201-250 marks)	r_s	Provision of Incentives	Correlation Coefficient	.129
			Sig. (2-tailed)	.035
			N	268
Good (251-300 marks)	r_s	Provision of Incentives	Correlation Coefficient	1.000
			Sig. (2-tailed)	.
			N	268
Very Good (301–500 marks)	r_s	Provision of Incentives	Correlation Coefficient	.598*
			Sig. (2-tailed)	.040
			N	12
		Teachers’ Work Performance	Correlation Coefficient	1.000
			Sig. (2-tailed)	.
			N	12
		Provision of Incentives	Correlation Coefficient	.877*
			Sig. (2-tailed)	.022
			N	6
		Teachers’ Work Performance	Correlation Coefficient	1.000
			Sig. (2-tailed)	.
			N	6

Source: Researcher (2023)

Test of Hypothesis for the Study

The hypothesis stated that “**Ho₁**: Provision of incentives by the head teachers has no statistically significant influence on teachers’ work performance in public primary schools in Nakuru County, Kenya.” Since the p-value associated with the provision of incentives was between 0.022 and 0.040 (Table 3), the null hypothesis is rejected and thus, it is concluded that provision of incentives by the head teachers has a statistically significant influence on teachers’ work performance in public primary schools.

CONCLUSIONS

The study concludes that provision of incentives by head teachers has a statistically significant influence on teachers’ work performance in public primary schools. However, in some schools, the head teacher did not give certificates of merit to teachers who meet their targets. In other schools, the head teacher did not encourage teachers to participate in the teacher of the year award. Likewise, in many schools, the head teacher did not praise teachers in front of their peers for outstanding performance of duties, while in some, teachers were never praised in public for exemplary performance in pupils’ academic

achievement. Additionally, in some schools, the head teacher did not ensure that teachers get timely awards for the achievement of targets set, while in other schools, the head teachers never organized tours for teachers to celebrate achievements.

RECOMMENDATIONS

Based on the study objective and the findings of this study, the following recommendations are made:

1. Head teachers should give certificates of merit to teachers who meet their targets, encourage teachers to participate in the teacher of the year award, and praise teachers in front of their peers for outstanding performance of duties and exemplary pupils’ academic achievement. Timely awards should be given for the achievement of targets set, such as organized tours for teachers to celebrate achievements as this may motivate teachers to perform their duties optimally
2. The school Board of Management (BOM) and Parents’ Associations (PA) should consider enhancing the quality of incentives provided to teachers for meeting set targets. The BOM and the PA need to support the head teachers as

instructional leaders in creating an enabling environment for maximizing teachers' efficiency and effectiveness in teaching.

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