

# **INFLUENCE OF PRINCIPALS' FINANCIAL INCENTIVES AND EXCEPTIONAL PERFORMANCE RECOGNITION ON TEACHERS' WORK PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KENYA**

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## **ABSTRACT**

There is low motivation among the teachers in public secondary schools in Githunguri Sub-County. This has directly impacted their work performance especially in the quality of service delivery to learners. Motivation is a human resource management strategy that can be utilized to improve the work performance of employees. In the education sector, school principal is utilized this strategy to increase teachers' output. Consequently, the goal of this research was to explore how principals' motivation strategies influence the work performance of teachers in public secondary schools in Githunguri Sub-County, Kiambu County, Kenya with a bid to suggesting how the teachers' productivity at their work stations can be improved through motivation. The specific objectives of the study were to establish the effect of the financial incentives on the teachers' work performance and to assess how recognition of exceptional performance affect teachers' performance of their work. The study was anchored the Herzberg's Two-Factor Theory of Motivation. The study employed a descriptive research design and targets to gather information from a sample of 180 participants who were teachers and principals using stratified and simple random sampling methods. The primary research tool was the questionnaire, which was used to gather quantitative data. The Statistical Package for Social Sciences, Version 25, was utilized to evaluate the data into descriptive and correlational statistics. Descriptive statistics were analyzed into measures of central tendencies such as percentages, frequencies, means and measures of dispersion such as standard deviations. The study also employed Pearson's Product Moment Correlation Model

and a linear regression model to test the direction, strength and predict the association among the dependent and the independent variable of the study. The findings of the analysis were presented in form of tables, and graphs while qualitative data gathered from focused group discussions were shown using thematic analysis and holistic description. The study ensured that ethical considerations were upheld so that the findings were credible. The findings revealed that financial rewards, and teachers' recognition have an impact on teachers' job performance. The significance of these factors is indicated by the p-values of 0.023 and 0.046, are less than 0.05, implying a statistically significant relationship. The study concludes that financial rewards, and teachers' recognition positively influence teachers' job performance, as the observed relationships are statistically significant. The study recommends that principals to consider the implementation of financial incentives as a motivational strategy. By offering financial rewards such as bonuses based on performance, principals can effectively motivate teachers to excel in their roles. However, it's crucial to ensure that these incentives are transparent, fair, and tied to measurable outcomes to avoid any potential feelings of inequity or demotivation among teachers. The principals should prioritize the recognition of teachers' efforts and achievements. This can be achieved through various means such as verbal praise, awards, or acknowledgment in staff meetings.

**Key terms:** Principal's Management, Employee Performance, Financial Incentives, Motivation Strategies, Intrinsic Motivation, Job Satisfaction.

## **INTRODUCTION**

Motivation is a human resource management core function that ensures employees are satisfied at the work place which in effect improves their productivity or work performance. It plays a catalytic responsibility in ensuring the victory of any organization or institution. Motivation has been defined by Dugguh (2014) as the driving factor behind behavior, both inside and outside of the individual. James and Stoner (2009) view motivation as a person's psychological traits that support their will to accomplish an objective. Motivation is therefore a personal goal-directed behaviour in form of a passion and readiness to put in effort to reach predetermined objectives (Beach, 2005).

Motivation inspires employees to do more for the organization thereby achieving better organizational results. Motivation intrinsically jolts the human capital into motion thus improving work efficiency and effectiveness (Olusola & Addeh, 2021). According to Oyolla (2021), motivation is a work enhancement strategy that has been employed by employers since the industrial age to stimulate the working experience of the employees to a level of self-satisfaction. It is therefore instructive that every employer or manager understands how and when to apply this human resource management strategy. Khin and Htut (2018) define teacher motivation as the teachers' motivation and disposition to work in the classroom and take part in instructional activities. There are two types of motivation; intrinsic motivation is derived from a person or the activity being done. In teaching for example, some teachers derive enjoyment in the very act of dissemination of knowledge, career development or even transforming learners to be better people later in life. Extrinsic motivation depends on outside forces to fulfill people's desires to perform tasks for practical or other purposes, such as getting paid for a job well done. (Norida, Olurotimi, Shonubi et al, 2016). For instance, when the school principals reward or recognize teachers' effort towards good performance, then this is extrinsic motivation. But in a situation where the teacher goes an extra mile to assist learners achieve their targets without any extra pay or reward, then this is intrinsic motivation (Norida et al, 2016).

The school principal or head is the cog in the wheel of the execution of the school studies and other programmes. The achievement or lack of it in a institution is highly dependent of the management and leadership by the school principal (Okwatsa, 2021). According to the TSC Policy on Career Progression Guidelines for Teachers (2018), As the "lead educator" and the accounting officer, the school principal is in charge of the institution's day-to-day operations. Additionally, s/he is in charge of creating and carrying out the institution's curriculum activities, policies, programs, and education plans (TSC, 2018). The principal is therefore in command of the physical amenities and infrastructure of the school, the welfare of together the staff (both non-teaching and teaching) and that of the students. In order for the effective and efficient implementation of the school programs, the principal ought to collaborate closely with the educators, through provision of a conducive working environment. The principal, as an education manager, can therefore enhance quality learning of students through the motivation of teachers (Khin & Htut, 2018). In spite of low occupancy and marginal growth in industry firms over the years, the number of sellable hotel rooms in the nation has been steadily

increasing, indicating that demand is outstripping supply, according to a local report by Cyttonn Real Estate (2017). The hotel occupancy rate in Kenya is 33%, as reported in a Kenya National Bureau of Statistics (KNBS) report from 2021. This is higher than the 65% average for European and US markets and lower than the 59% average for other African nations. Tourism revenue fell by 43.9% in 2020 compared to the previous year, from KSh163.6 billion to KSh91.7 billion, as a result of this. The tourism and hotel industries need to be reorganized in order to recognize their opportunities, threats, and weaknesses in addition to their strengths and weaknesses, claim Muragu, Nyadera, and Mbugua (2021). In order to guarantee a speedy recovery and enhance hotel turnaround strategies, the hospitality sector must implement strict regulations, claim Dimitrios, Christos, Loannis, and Vassiliadis (2023).

Motivation can boost a teacher's work performance because the teacher will feel that he/she is achieving both institutional and personal goals (Okwatsa, 2021). Motivation can be boosted in many ways such as through financial and non-financial incentives, provision of opportunities for personal growth, recognition when a remarkable achievement has been made, engaged of the teacher in making decision and provision of a conducive working environment. A study by Apolline (2015) in Cameroon established that a caring, supportive and transformational leadership motivated teachers to improve in their labor performance. The survey adds that the secondary principal should be aware of what inspires teachers and make use of it. Fiumara (2016) opines that teachers will be highly motivated if the school principal creates a healthy and enabling environment so that teachers are encouraged to remain in the career. Teachers should be praised and given feedback by the principal because this raises their self-esteem and confidence. Recognition breeds contentment thus improving the quality of services rendered to learners. Khin and Htut (2018) opine that teachers should be participate in the decision-making on certain school activities so that they can own up their institutions. By doing so, the teacher becomes more committed to the work, finds job satisfaction thereby improving his/her work performance.

One of the ways of motivating trainers is through the giving of financial incentives. According to Bukhuni, Namusonge and Makokha (2019), teachers who receive a considerable amount of financial incentives from the school become more motivated than their counterparts who receive less or no financial incentives. The scholar further claims that educators are unable to participate in private practice such as their counterparts in the medical profession. Studies conducted in Indonesia by Hendrawijaya et al. (2020) and in Kenya by Othoo and Nekesa (2022) established that giving of financial incentives to teachers was a major motivational factor to the teachers. Financial incentives given to teachers will motivate the teachers to work even harder for better performance both in academic and non-academic matters. Teachers will be challenged to excel in their work performance especially in academics because they will be looking forward to such financial incentives at the end of each year or even term. Without adequate financial incentives, teachers tend to get demotivated in their work performance. This study therefore seeks to launch whether principals in Githunguri sub-county offer financial incentives to their teachers and the effect this has on the teacher performance.

Employee acknowledgement is a procedure of non-monetary reward which can be in form of a gift or certificate of merit awarded to a high performing employee. The goal of employee

recognition is to reinforce particular behaviour or practices. Recognition makes an employee feel appreciated, positive and more assured about himself/herself which increases job satisfaction hence boosting productivity (Tessema, Ready and Embaye, 2013). An empirical study conducted in Ugandan by SSaka (2017) on the role of teacher recognition and employee performance in public primary schools in Kasambaya Sub-county, Mubende District explored that there was a positive association among teacher recognition, appreciation and work performance. Educator recognition motivates the teachers to perform better especially in the discharge of other duties assigned to them such as that of a class teacher or boarding master/mistress. Failure to recognize a teacher after an exceptional achievement can demotivate the teacher from making such great achievement in future. This survey hence seeks to determine how principals in Githunguri sub-county recognize the teachers who excel in their work performance.

### **Statement of the Problem**

Proper motivation of teachers will boost their work performance because the teachers will feel that they are achieving both institutional and personal goals. Motivated teachers will discharge their curricular and co-curriculum duties satisfactorily. The school principals therefore have a daunting task of creating and putting into practice plans that will keep the teachers motivated and satisfied in their jobs. The professional conduct requirements for teachers have been declining, and teacher productivity with teachers devoting less and less time to co-curriculum activities (SCDE, 2022). This situation could have been necessitated by a number of factors, teacher motivation being one of them. The school principals may not be motivating teachers adequately or they could be using inappropriate motivation strategies. Failure to effectively motivate teachers may lead to students not accessing good academic outcomes and other non-academic opportunities.

Previous studies conducted in Githunguri Sub-county focused on effect of teacher appraisal on their performance (Kamau, Bula & Oringo, 2018); the effect of primary head teachers' methods of supervision on students' academic achievement (Njoroge, Mbugua & Thinguri, 2014) and on administrative and social variables' effects on teachers' job satisfaction (Macharia, 2018). These studies did not address the subject of teacher motivation and the influence it has on teacher work performance. This constitutes the knowledge gap that our research aims to close. Hence, this study aimed at establishing the teacher motivational strategies that school principals can institute and how these strategies influenced the work performance of teachers in public secondary schools in Githunguri Sub-County, Kiambu County.

### **Purpose of the Study**

The aim of this study was to investigate how principals' motivation approach influence the work performance of teachers in public secondary schools in Githunguri Sub-County, Kiambu County, Kenya with a bid to suggesting how the teachers' productivity at their work stations can be improved through motivation.

### **Specific Objectives**

The study was channeled by the following specific objectives:

- i. To establish the influence of the principals' financial incentives on the teachers' work performance.
- ii. To assess how principals' recognition of teacher's exceptional performance affects performance of their work.

## **Theoretical Literature Review**

### **Herzberg's Two-Factor Theory of Motivation**

The theory, Two-Factor Theory of Motivation which was formulated by Frederick Herzberg (1959). Mausner and Snyderman's conducted studies to establish elements that influence whether employees are happy or not with their jobs. The study revealed that there are some factors that result in the drive of workers when they're present and other issues that drive to the displeasure of employees when absent. The factors were referred to as the Hygiene Factors and the Motivator Factors. The hypothesis suggests that "No Satisfaction" is the opposite of "Satisfaction," and "No Dissatisfaction" is the opposite of "Dissatisfaction."

The Hygiene Factors, when in place lead to general satisfaction while at the same time preventing dissatisfaction. When present at work, these elements calm workers and prevent them from becoming dissatisfied. The needs that an employee desires and anticipates being met are the hygiene factors. Hygiene Factors are all to do with the institution's policy and the administration, interpersonal relationship and supervisory styles. These policies bordered on the working hours, breaks, leaves, and even the dress code. Other factors include salaries and other financial benefits- the salary should be reasonable; fringe benefits such as medical insurance and welfare programmes; job security; physical Workplaces should be secure, orderly, and sanitary.; and interpersonal relations-how the employee relates with fellow employees. There should be not harassment, conflict or humiliation of any employee (Andala, & Esdras, 2021). This theory, however, postulates that hygiene components are necessary for motivation at work, they do not result in long-term positive satisfaction (Herzberg, 1959).

On the other hand, the Motivator Factors, are met, people become highly motivated, satisfied, and devoted. These factors are concerned with the actual job context or the set task that an employee has to accomplish. The motivator factors are inherent to the work itself and can yield positive satisfaction because they motivate an employee for a greater performance. The motivator factors, also titled satisfiers, are the psychological needs which the employees find them as intrinsically rewarding. Such factors comprise appreciation-employee ought to be acknowledged and honored by the seniors whenever they make meaningful accomplishments; promotion-there should be a sense of upward mobility; opportunity for personal growth or advancement/sense of personal achievement; responsibility- Workers should feel that their work is relevant, demanding, and exciting in order to become highly motivated. Managers should allow employees to take ownership of their work and decrease control while maintaining accountability (Andala & Esdras, 2021).

This approach is important to this survey because it describes the factors which are satisfiers and dissatisfies in the teaching profession. Satisfier (motivator) factors should be enhanced



because they increase the level of motivation and commitment of teachers at their work stations while dissatisfier (hygiene) factors should be addressed because they can lead to dissatisfaction of the teachers if absent. The school principals and the teachers' employer should confirm that all the hygiene factors are available. The principals should ensure that teachers get incentives and other fringe benefits so that they are not dissatisfied at the workplace. Benefits such as meals and free or highly subsidized accommodation can motivate teachers to be more productive. Free meals make teachers to concentrate on their main duty of teaching hence improving their productivity (Oyolla, 2021). Further, principals should make sure that educators work in a safe and clean environment free from any form of physical or psychological harassment.

However, Oyolla (2021) opines that the institution principals should highlight more on the motivational factors such as personal progress for teachers by sponsoring workshops for them and through recognition either verbally or in written form. Motivator factors will stimulate teachers to work harder and better because they will find their job very rewarding. Further, in order to motivate the teachers, the school principals can assign greater responsibility to some teachers while at the same time improve the quality of the work experience for the individual teachers (Mutua, 2015). Incredibly driven and content teachers creates a great physical and social learning environment within and outside the classroom.

## **Empirical Literature Review**

### **Relationship between the Financial Incentives and Teachers' Work Performance**

According to Ssaki (2017) the education system in developing countries and specifically in Africa is examination-oriented with many learners being evaluated by way of national examinations. The school should institute measures that ensure quality instruction to learners is attained through the provision of the required learning resources and teacher motivation. Negussie (2014) posits that the effectiveness of a teacher in instruction is partly measured by the results of the learners' academic performance. However, a teacher's performance is a multidimensional construct measured by many factors including academic performance, subject mastery, lesson preparation and presentation, preparation of professional documents and participation in co-curricular activities (Negussie, 2014).

The results of the study by Hendrawijaya et al. (2020) in Indonesia indicated that performance allowance given to teachers as a monetary incentive has a positive and significant effect on job satisfaction. This means that the greater the performance allowance received by the teacher, the more satisfied the teacher will be at work. Performance allowance was a financial reward or token of appreciation for employees who had contributed in realizing their goals through good academic performance. The study also examined the role of leadership on job satisfaction among teachers in Indonesia. On this factor, the findings showed a significant and positive relationship between the two variables. This implies that good leadership can inspire teachers to perform better in their discharge of duties (Hendrawijaya et al. 2020).

In Somalia, Mohamed (2020) carried out a study to determine the effect of teacher motivation on performance in private secondary schools in Hodan District, Mogadishu. The study was motivated by the poor results posted in private schools in Hodan District. The study sampled 92 respondents using random sampling technique. The findings showed that incentives had a significant effect on the school performance and therefore recommended that school managers should give incentives to their teachers in order to motivate them more (Mohamed, 2020). In Lindi Municipality, Tanzania, Adolph (2021) conducted a descriptive study on the impact of motivation on work performance for public secondary school teachers. The study sampled 101 teachers using multi-stage sampling technique. The findings showed that teachers were lowly paid and poorly given incentives, a factor which lead to poor performance (Adolph, 2021). Some teachers complained that they had not been promoted for over six years, a factor that demotivated them.

Locally, studies have been conducted on the role of financial rewards in boosting the work performance of teachers. Mutua (2015) carried out a study in Kenya entitled ‘Influence of motivation on job performance among secondary school teachers in Kirinyaga Central Sub-county’. The study investigated among other objectives the role of financial incentives in influencing teacher motivation in the area. The study used a descriptive study design and collected data from 65 respondents using simple random sampling technique. The questionnaire was the main data collection instrument and data was analyzed using both qualitative and quantitative techniques. The findings indicted that majority of the respondents said that financial incentives were a major factor in motivating teachers. The study recommended that school leadership should employ strategic measures to motivate teachers which in turn will improve their work performance.

A study carried out in Teso South Sub-County by Othoo and Nekesa (2022) on factors affecting teacher motivation in secondary schools established that financial incentives was the major motivational factor to the teachers. The study recommended that teachers whose subjects performed well should be rewarded as a motivation for them to continue delivering the curriculum effectively. A study conducted in Trans Nzoia County by Kituyi, Musau and Thinguri (2014) on the effectiveness of the school based reward systems in enhancing teacher performance in secondary schools in Kenya established that most teachers preferred financial tokens to any other reward system as a form of motivation. Other forms of rewards that a school can use are: trips, get togethers, vouchers and material tokens.

### **Relationship between the Teachers’ Recognition and Work Performance**

Employee recognition is acknowledgement accorded to an employee such as praise or outing for the good performance in meeting their goals and those of the institution. According to Tessema, Ready and Embaye (2013), employee recognition is the acknowledgement, appreciation or approval of the positive accomplishments or behaviors of an individual or team. Recognition can be in form of a note or a praise or a gesture directed at an employee upon a personal or institutional achievement. According to Stajkovic et al. (2015), employee recognition can be administered either in public or in private, verbally or written. Some of the ways in which an employee can be recognized are: formal recognition letter or postcard,



posting names on the notice board or company website as the employee of the week or month, memory items such as a mug or plaque, having lunch with the supervisors/managers, picture display at a prominent place, giving of an event ticket or having a room or hall named after that employee.

Stajkovic et al. (2015) add that recognition leads to higher employee morale and can create a greater impact on employee motivation than even other incentives. Recognition ignites intrinsic motivation and creates a deep-rooted ownership for the organization by that particular employee. Zari and Khan (2011) advocates for open and public recognition because it builds motivation within the entire organization. Moreover, open recognition can have a contagious effect on other employees resulting into a team achievement. This will make other employees to be more productive so that their effort and actions are equally recognized.

Several empirical studies have been conducted on the role of recognition in influencing employee motivation both locally, regionally and globally. Mahmud (2021) conducted a study in the Kurdistan Region, Iraq entitled 'The role of motivation factors on organizational Performance'. The study sought to establish the role of employee recognition on organizational performance using Erbil Administrative Technical Institute a case study. The study used the questionnaire as the main research instrument and sampled 157 respondents from the institute using stratified random sampling technique. The results of correlation the analysis showed that recognition has direct and strong positive correlation with organizational performance ( $r=0.832$ ). The study recommended that the management should find ways of motivating all the employees by using both monetary and non-monetary incentives such as recognition.

Mrosso, Mfinanga and Bishibura (2019) conducted a study entitled 'Contribution of Rewards on Teachers Motivation in Public Primary Schools in Dodoma City Council, Tanzania'. The study assessed among other objectives the impact of recognition on teacher motivation in the study area. Case study design was employed to collect data from 96 respondents using simple random sampling technique and analyzed using SPSS into descriptive and inferential statistics. The findings from the regression model indicated that if recognition is increased by one, then the teacher's motivation increased by 0.154 amounts. This study shows that teacher recognition has the potential of improving his or her work performance. The study recommended that every schools in the area to have a standardized way of recognizing teachers who excel in their work so that the motivation level is sustained or even increased.

Mugaa, Guyo and Odhiambo (2018) conducted a study entitled 'Influence of Recognition Schemes on Employee Performance in Large Commercial Banks in Nairobi City County in Kenya'. The study employed a descriptive study design and sampled 377 respondents from six selected banks using stratified sampling technique. Data was collected using the questionnaire and analyzed using SPSS into descriptive, correlation and inferential statistics. Correlational statistics indicated that recognition schemes was positively and significantly associated to employee performance ( $r=0.605$ ,  $p=0.00<0.05$ ). This clearly shows that employee recognition leads to higher work performance. The study recommended that there should be a clearly stipulated organizational criteria for recognizing employee who excel in their work.

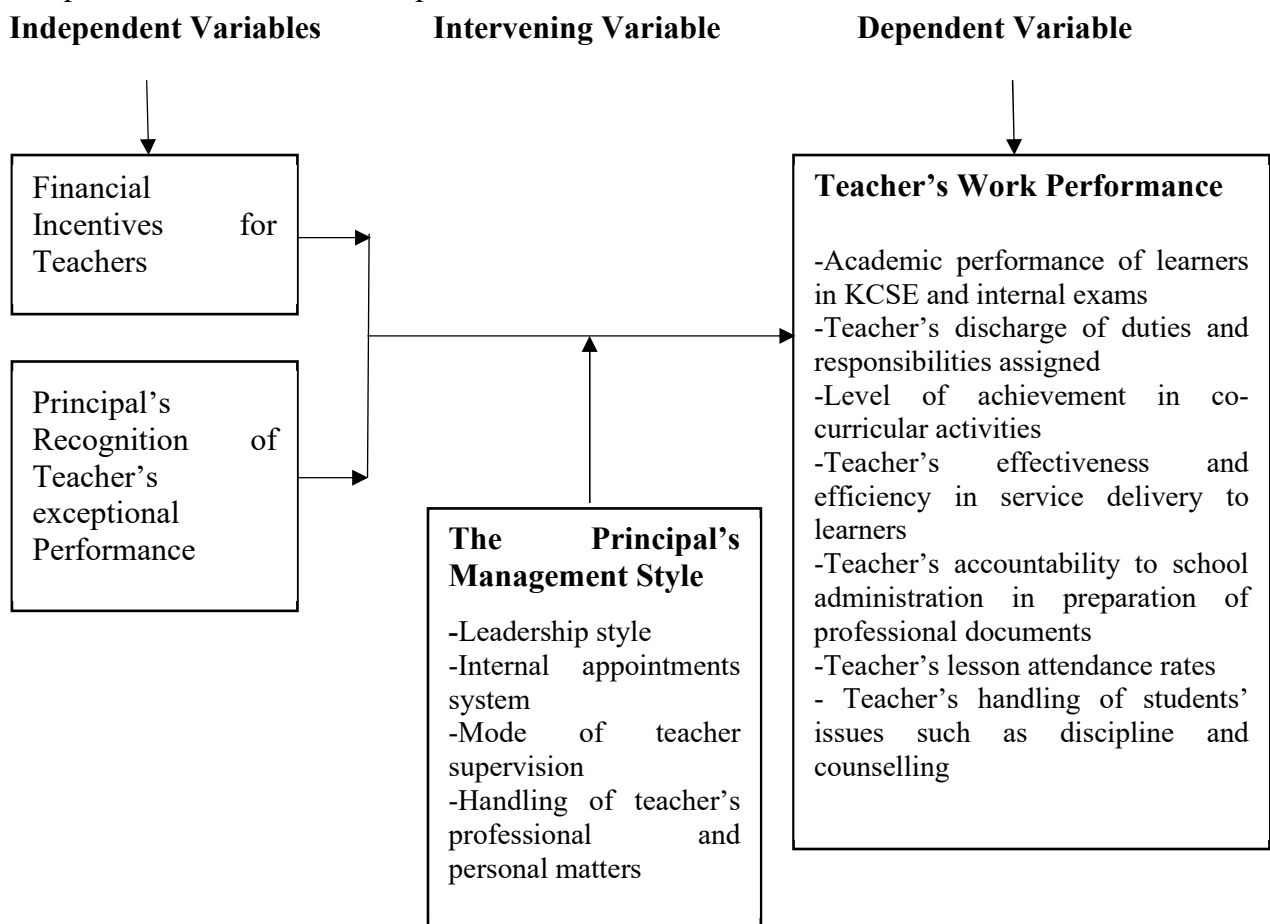
Another study by Oyolla (2021) in Kenya on the role of recognition of teachers on their work performance established that there is a statistically significant relationship between the two factors. The study therefore recommended that schools principals should frequently use recognition as a form of motivating teachers. Ongati (2018) carried out a study on 'Influence

of selected factors on job satisfaction among teachers in private secondary schools in Kasarani Sub County, Kenya'. One of the objectives was to evaluate the extent to which recognition influences Job satisfaction of teachers in private schools. The study used a descriptive study design to sample 153 respondents, out of which 32 were principals using stratified random sampling techniques.

The findings of the study Oyolla (2021) showed that employee recognition has a moderate positive influence on job satisfaction (mean of 2.88 out of 5 on a Likert scale rating). However, most teachers felt that they were inadequately recognized by the school authorities. On the contrary, the principals felt that they recognize teachers by giving them prizes during the annual prize giving day and also giving them educational tours once a year (Ongati, 2018). The study recommended that private schools should ensure that teachers who excel are recognized as a motivation for their work performance.

**Conceptual Framework**

Figure 1 shows the study's conceptual framework which shows the interrelation between the independent variable and the dependent variable.



*Figure 1.1: Conceptual Framework*  
 Source: Researcher, (2024)

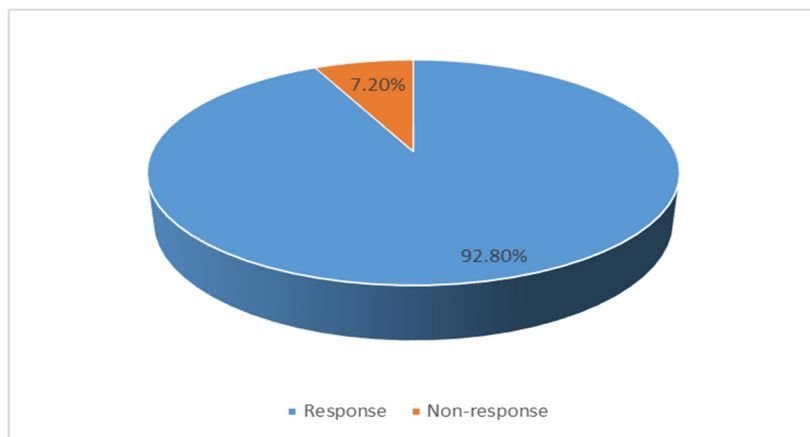
## **RESEARCH METHODOLOGY**

The research adopted descriptive research design. This study collected quantitative and qualitative data from teachers and principals working in Githunguri Sub-County within Kiambu County. There were a total of 1338 respondents involved as target population (37 principals and 1301 teachers) in Githunguri Sub-County, Kiambu County. In order to inform the study's findings, stratified random sampling was employed to sample 22 principals and simple random sampling technique to choose 158 teachers as sample. Primary and secondary data were both gathered for this research. Questionnaires were utilized to gather primary data, and secondary data were also gathered from Ministry of Education and Teachers Service Commission Reports and other published materials. The study conducted a pilot study in three (3) public secondary schools in the sub-county. In order to achieve validity, the study instruments were reviewed and evaluated by the research supervisor who offered advice on the suitability and credibility of the research items. The reliability of the instruments was determined through testing and re-testing which was done in three (3) secondary schools in the neighbouring Kiambu Sub-county.

## **Results and Discussion**

### **Questionnaire Return Rate**

The questionnaire return rate is the response rate of respondents after they have given questionnaires. The researcher dispatched 22 questionnaires to the principals and 158 to the teachers. All the 22 principals sampled took part in the research. This represents a return rate of 100 per cent. Moreover, a total of 145 teachers filled in and returned questionnaires presenting a return rate of 91.8%. Therefore, a total of 167 respondents took part in the study presenting a return rate of 92.8%. As per Mugenda and Mugenda (2003), 50 per cent rate of response is satisfactory, 60 per cent good and above 70 per cent rating better. Bailey (2000) stressed that a rate of response accounting for 50 per cent is adequate, while a response rate higher than 70 per cent is very good. The participants were determined to be cooperative as a result of the high response rate. As a result, the response rate was deemed adequate for the research's objectives.



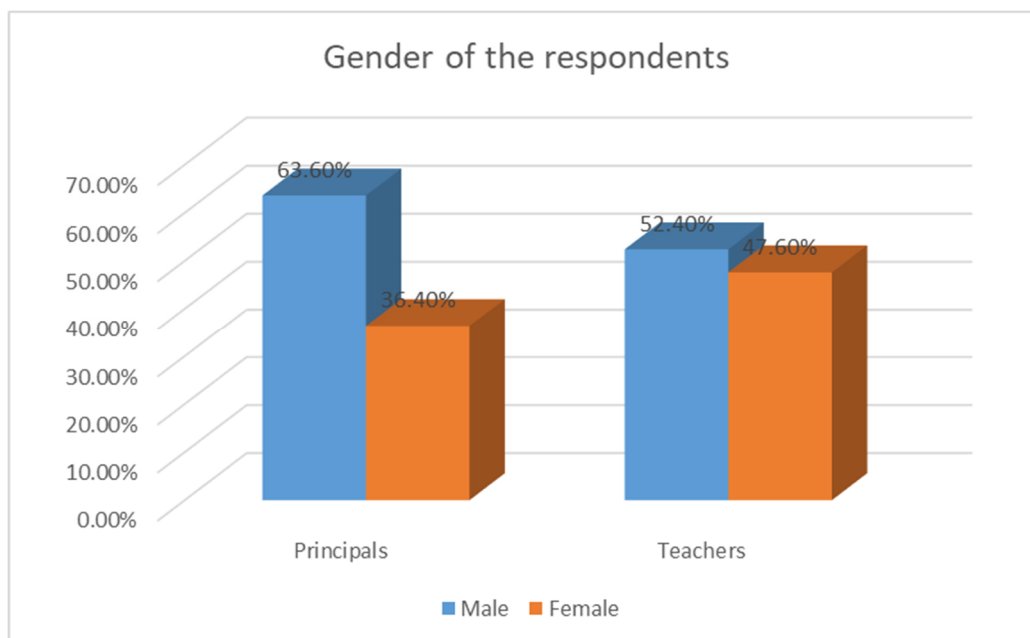
**Figure 4.1 Response Rate**  
**Source: Field Data (2024)**

### Demographic Information of Respondents

In this study, the demographic information involved; gender, level of education, age category, working experience and position in school.

#### Respondents' Gender

For gender scenario, the participants were inquired to specify their gender. The outcomes are presented in figure below.



**Figure 4.1 Distribution of Principals and Teachers by their Gender**  
**Source: Field Data (2024)**

The results in Figure 4.2 show that large part of executive staffs in the school were male. These are signified by 63.6% of principals and 52.4% of the teachers. The results show that there is gender prejudice in relation to duties and roles allocation. Several factors contribute to these gender disparities in the distribution of teachers and principals. Societal norms and expectations regarding gender roles may influence career choices and opportunities for advancement within the education sector (OECD, 2019). Data from the National Center for Education Statistics (NCES) in the United States show that although the teaching workforce is predominantly female, men are more likely to hold principal positions, particularly in high schools (NCES, 2020). This underrepresentation of women in leadership roles can have implications for decision-making processes, role modelling for students, and the overall organizational culture within schools.

### **Age of Respondents**

In educational research involving teachers and principals, respondents might encompass a wide age range, from relatively young early-career educators to more experienced professionals nearing retirement age. Hence, the participants were requested to specify their age category. The results are tabulated in Table 4.1.

*Table 4.1 Distribution of Principals and Teachers by Age Category*

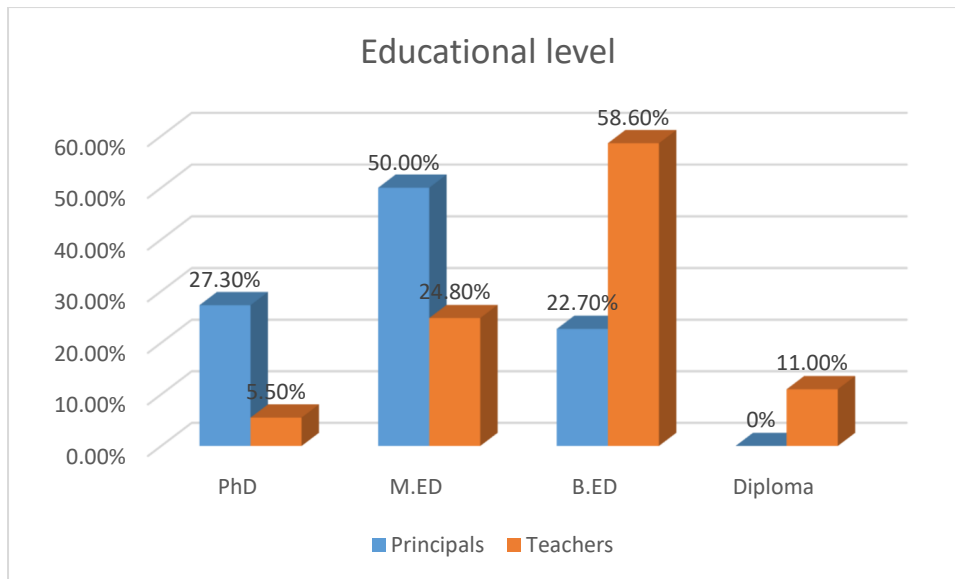
Age category	Principals		Teachers	
	F	%	f	%
20-29 years			6	4.1
30-39 years	2	9.1	37	25.5
40-49 years	12	54.5	69	47.6
50-59 years	8	36.4	33	22.8

**Source: Field Data (2024)**

The results in Table 4.1 show that large part of principals 12(54.5%) were aged between 40 and 49 years, 8(36.4%) were aged between 50 and 59 years while 2(9.1%) were aged between 30 and 39 years. Further, the results also revealed that 69(47.6%) of the teachers were aged between 40 and 49 years, 37(25.5%) were aged between 30 and 39 years, 33(22.8%) were aged between 50 and 59 years while 6(4.1%) were aged between 20 and 29 years. This designates that the age distribution of teachers and principals in secondary schools varies significantly, reflecting both individual career trajectories and broader trends in the education sector. The efforts to recruit and retain educators across age groups are essential for maintaining a diverse and dynamic workforce in secondary schools. This could include competitive pay, chances for professional development and leadership, and inclusive work environments that reward educators at all stages of their careers (Jones & Egley, 2019).

### **Educational Level of Respondents**

To determine if principals and teachers possessed the necessary abilities and experience to efficiently handle school duties, the study needed to know respondents' educational levels. Figure 4.3 depicts level of education of the participants.



**Figure 4.2 Distribution of Principals and Teachers by Professional Qualification**  
**Source: Field Data (2024)**

The results in Figure 4.3 show that 11(50%) of the principals had attained Master degree in education, 6(27.3%) had attained PhD while 5(22.7%) had bachelor degree. The distribution of professional qualifications among secondary school teachers is essential for ensuring instructional effectiveness and promoting student success across various subject areas. According to data from the Ministry of Education in Kenya, the majority of teachers in secondary schools hold at least a bachelor's degree, with many also possessing advanced degrees or specialized certifications in their subject areas.

Concerning professional qualification of teachers, 85(58.6%) of the teachers had attained bachelor’s degree, 36(24.8) had attained master’s degree, 16(11.0%) had diploma certificate while 8(5.5%) had attained PhD as highest level of education. Similarly, principals often hold advanced degrees in educational leadership or related fields, although the specific requirements for principal certification may vary by state or jurisdiction (Rice & Roellke, 2019). Likewise, principals with advanced degrees in educational leadership and management may possess the skills and knowledge necessary to lead school improvement initiatives, foster a positive school culture, and support teacher development (Leithwood, Harris & Hopkins, 2017).

**Distribution of Principals and Teachers by Teaching Experience**

The participants were inquired to specify their level of teaching experience. The results are displayed on Table 4.2.



**Table 4.2 Teaching Experience of Respondents**

No. of years	Principals		Teachers	
	f	%	f	%
Less than 5 year	-	-	10	6.9
6 - 10 years	2	9.1	32	22.1
11 - 15 years	13	59.1	72	49.6
16 - 20 years	4	18.2	19	13.1
Above 20 years	3	13.6	12	8.3
<b>Total</b>	<b>22</b>	<b>100%</b>	<b>145</b>	<b>100%</b>

**Source: Field Data (2024)**

The findings shown in Table 4.2 uncover that 13(59.1%) of the principals had taught between 11 and 15 years, 4(18.2%) had taught between 16 and 20 years, 3(13.6%) had taught more than 20 years while 2(9.1%) had taught between 6 and 10 years. The findings show that there exists a diverse range of teaching experience among educators, with some teachers being early-career professionals while others had accumulated decades of classroom experience. Teachers with more extensive teaching experience may have pursued advanced degrees, specialized certifications, or professional development opportunities to enhance their skills and expertise in specific subject areas or instructional methodologies (Darling-Hammond, Hyler & Gardner, 2017).

Further, the results uncovered that 72(49.6%) of the teachers had taught between 11 and 15 teachers, 32(22.1%) had taught between 6 and 10 years and 19(13.1%) had taught between 16 and 20 years. However, 10(6.9%) of the teachers had a teaching experience of less than 5 years. Similarly, the distribution of principals by teaching experience and professional qualification is also notable within secondary schools. Many principals bring extensive teaching experience to their leadership roles, having served as classroom educators before transitioning into administrative positions (Rice & Roellke, 2019). Combining teaching experience and professional qualifications provides administrators with the skills, knowledge, and understanding required to lead school improvement projects, foster a healthy school environment, and encourage teacher development activities.

### **Financial Rewards for Teachers and their Work Performance**

#### **Principals and Teachers’ opinion on extent of principals’ provision of financial incentives**

Figure 4.4 presents the findings on the extent to which principals’ provision of financial incentives influence the work performance of teachers.

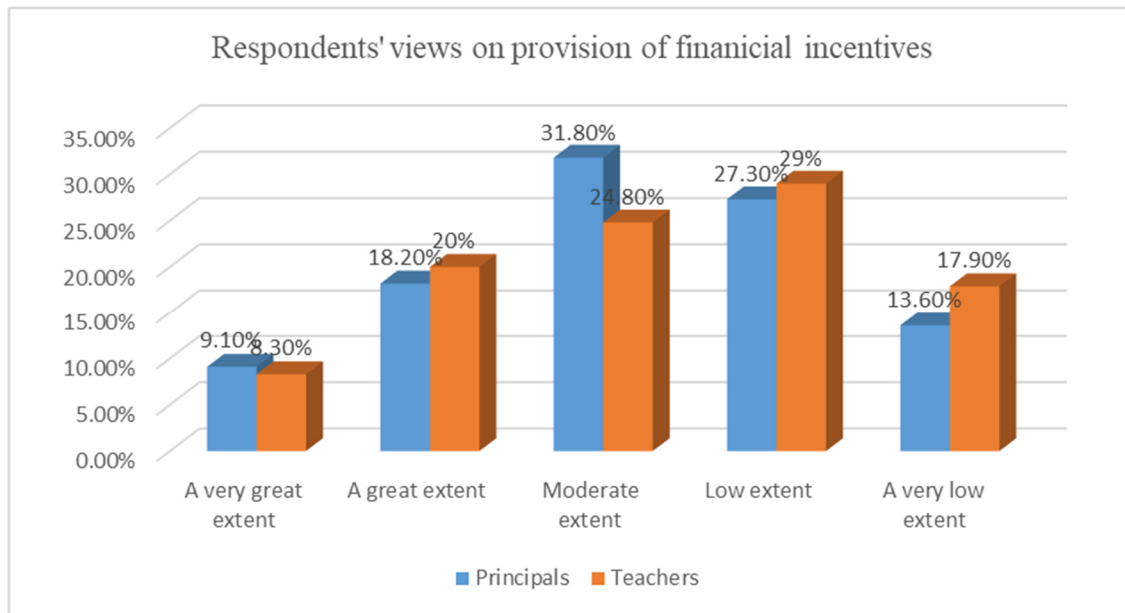


Figure 4.1 Principals and Teachers' Views on Principals' Provision of Financial Incentives

Source: Field Data (2024)

The results exhibited in Figure 4.4 reveal that 7(31.8%) of the principals to a moderate extent agreed that financial rewards for teachers influenced their work performance. This was supported by 36(24.8%) of teachers who moderately agreed that financial rewards for teachers influenced their work performance. Financial rewards have a significant impact on teachers' work performance within secondary schools. Many educators view financial compensation as a crucial aspect of their job satisfaction and overall motivation. When teachers feel adequately compensated for their efforts, they are more likely to feel valued and appreciated by their employers. Financial rewards serve as a tangible acknowledgment of their hard work and dedication, reinforcing their commitment to their profession. The results are reinforced by the outcomes of a research by Kopyo (2020) who established that that satisfaction highly depends on the matching of rewards because employees have personal needs and expectations that they want their employer or manager fulfil. The instructor plays a central role in the achievement of all these especially at primary and secondary school levels. The findings contradict with the results of a study by Brown and Davis (2019) who established that financial rewards can be perceived as fair and motivating, they may not always translate into improved work performance.

**Principals and teachers' level of agreement on influence of the financial incentives on teachers' work performance**

The following table 4.3 shows the findings of head teachers and teachers on the role of parents in supervision of the learning of pupils.

<b>Respondents</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither disagree nor agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Teachers</b>					
The school principal gives financial incentives to teachers	18(12.4%)	12(8.3%)	20(13.8%)	39(26.9%)	56(38.6%)
The school principal gives financial incentives consistently, timely and fairly, without any form of favouritism	14(9.7%)	20(13.8%)	19(13.1%)	58(40%)	34(23.4%)
The financial incentives for teachers have improved our work performance	18(12.4%)	25(17.2%)	16(11.0%)	54(37.2%)	32(22.1%)
The amount of the monetary rewards depends on the teacher's position in the school	14(9.5%)	26(17.9%)	25(17.2%)	52(35.9%)	28(19.3%)
Teachers are given allowances whenever they organize or engage in co-curricular activities	26(17.9%)	19(13.1%)	17(11.7%)	48(33.1%)	35(24.1%)
The school gives financial aid to teachers whenever faced with personal challenges	29(20.0%)	34(23.4%)	15(10.3%)	36(24.8%)	31(21.4%)
<b>Principals</b>					
The school administration gives financial incentives to teachers	4(18.2%)	2(9.1%)	3(13.6%)	4(18.2%)	9(40.9%)
The school administration gives financial incentives consistently, timely and fairly, without any form of favouritism	4(18.2%)	3(13.6%)	2(9.1%)	10(45.5%)	3(13.6%)
The financial incentives for teachers have	2(9.1%)	5(22.7%)	1(4.5%)	5(34.5%)	9(40.9%)

improved our work performance					
The amount of the monetary rewards depends on the teacher's position in the school	5(22.7%)	5(22.7%)	3(27.3%)	6(27.3%)	3(13.6%)
Teachers are given allowances whenever they organize or engage in co-curricular activities	4(18.2%)	3(13.6%)	2(8.2%)	5(22.7%)	8(36.4%)
The school gives financial aid to teachers whenever faced with personal challenges	3(13.6%)	7(40.9%)	4(18.2%)	3(13.6%)	5(22.7%)

*Source: Field Data (2024)*

The results displayed in Table 4.3 reveal that large part of teachers 56(38.6%) strongly agreed that school principals give financial incentives to teachers, 58(40%) agreed that school principals give financial incentives consistently, timely and fairly, without any form of favouritism, 54(37.2%) agreed that financial incentives for teachers have improved their work performance, 52(35.9%) agreed that the amount of the monetary rewards depends on the teacher's position in the school, 48(33.1%) agreed that teachers are given allowances whenever they organize or engage in co-curricular activities, and 36(24.8%) agreed that schools give financial aid to teachers whenever faced with personal challenges. Teachers may be more inclined to go above and beyond in their roles, such as investing extra time in lesson planning, participating in professional development opportunities, or taking on additional responsibilities within the school community, when they know that their efforts will be rewarded financially. In this sense, financial rewards can act as a catalyst for continuous improvement and innovation in teaching.

The results presented in Table 4.3 revealed that large part of principals (40.9%) strongly agreed that school administration gives financial incentives to teachers, 10(45.5%) agreed that school administration gives financial incentives consistently, timely and fairly, without any form of favouritism, 9(40.9%) strongly agreed that financial incentives for teachers have improved their work performance, 6(27.3%) agreed that amount of the monetary rewards depends on the teacher's position in the school, 8(36.4%) strongly agreed that teachers are given allowances whenever they organize or engage in co-curricular activities and 5(22.7%) agreed that schools give financial aid to teachers whenever faced with personal challenges. The financial rewards are a useful tool for motivating teachers and improving work performance within secondary schools. Principals recognize that competitive salaries and performance-based bonuses are essential for attracting and retaining high-quality educators. Offering competitive financial rewards help schools remain competitive in the recruitment of top teaching talent and incentivize current staff members to perform at their best. The outcomes are reinforced by a

research done by Mutua (2015) who established that financial incentive was a major factor in motivating teachers. Principals utilize financial rewards strategically to incentivize specific behaviours or achievements aligned with the school's goals, such as improving student outcomes, increasing parent engagement, or implementing innovative teaching practices. The study also looked for a relationship between teachers' work performance and financial rewards. The 95% confidence range for Pearson's correlation coefficient was employed (Table 4.4).

Table 4.1 Correlation Between Financial Rewards and Teacher's Job Performance

		Financial rewards	Teacher's job performance
Financial rewards	Pearson Correlation	1	.812
	Sig. (2-tailed)		.028
	N	167	167
Teacher's job performance	Pearson Correlation	.812	1
	Sig. (2-tailed)	.028	
	N	167	167

The findings uncovered that there was a positive correlation ( $r=0.812$ ) between teachers' work performance and financial rewards. The results suggest that teachers' job performance is influenced by financial rewards. The null hypothesis was rejected since there was a substantial correlation ( $p=0.028 < 0.05$ ) between teachers' work performance and their financial awards. Thus, the results suggest that teachers' job performance is influenced by financial rewards.

**Teachers' Recognition and Work Performance**

**Principals and Teachers' opinion on extent does teachers' recognition influence work performance**

The figure presents the findings on the extent to which teachers' recognition influences their work performance in secondary schools.

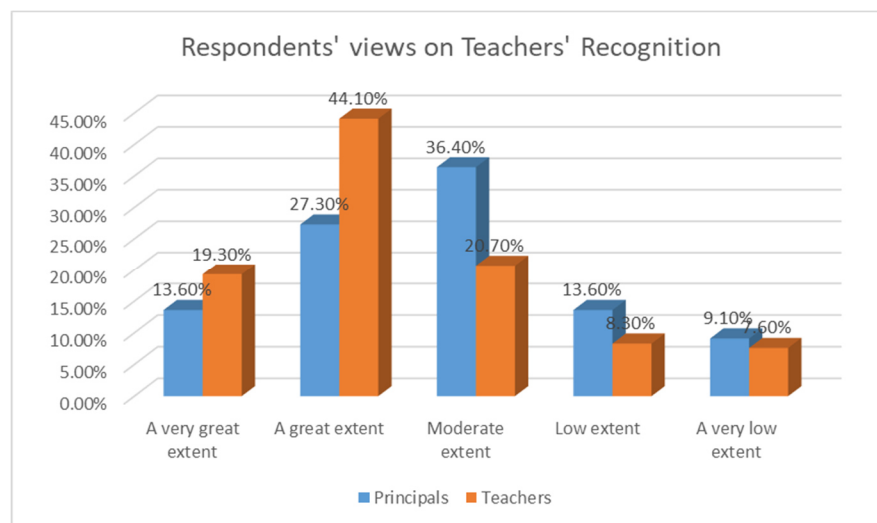


Figure 4.1 Principals and Teachers' Views on Influence of Teachers' Recognition  
Source: Field Data (2024)

The results displayed in Figure 4.5 reveal that large part of principals 8(36.4%) agreed that teachers’ recognition moderately influenced their work performance in secondary school. The findings were also supported by 64(44.1%) of teachers who to a great extent agreed to the statement. This is an indication that when teachers feel recognized and rewarded for their accomplishments, their morale and motivation will undoubtedly improve. This positive feedback serves as a motivator for them to devote greater effort and attention to their teaching obligations. This can lead to better lesson planning, more inventive teaching approaches, and increased classroom participation, all of which contribute to a higher level of education for students. The results concur with the outcomes of a research by Mrosso, Mfinanga and Bishibura (2019) who revealed that teacher recognition enhance potential improvement of his or her work performance. The results are contrary with the findings of Brown and White (2019) who revealed that recognition may provide a temporary morale boost, its long-term impact on work performance is negligible. The researchers found that sustainable improvement in teaching quality was closely linked to ongoing support, collaboration, and continuous professional growth rather than intermittent recognition events.

**Principals and Teachers’ Level of Agreement on Influence of Teachers’ Recognition on Teachers’ Work Performance**

The following table shows the findings of principals and teachers on the level of agreement on influence of teachers’ recognition on teachers’ work performance.

<b>Respondents</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither disagree nor agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Teachers</b>					
The school principal recognizes teachers who post exceptional performance	20(13.8%)	18(12.4%)	14(9.7%)	59(40.7%)	34(23.4%)
Teacher’s recognition has improved their work performance	15(10.3%)	12(15.2%)	17(11.7%)	57(39.3%)	34(23.4%)
The principal makes recommendation to TSC for promotion for teachers who excel in their work	42(29.0%)	28(19.3%)	23(15.9%)	39(26.9%)	13(9.0%)
Teachers prefer being appreciated publicly than privately	18(9.7%)	16(11.0%)	11(7.6%)	60(41.4%)	40(27.6%)
The principal’s gives letters of recognition to teachers who excel in their work	13(9.0%)	15(10.3%)	9(6.2%)	62(48.8%)	46(31.7%)



The school principal organizes special treats and outings for all teachers at least once a term. 16(11.0%) 19(13.1%) 10(6.9%) 55(37.9%) 45(31.0%)

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**Principals**

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The school administration recognizes teachers who post exceptional performance	2(9.1%)	4(18.2%)	3(13.6%)	10(45.5%)	5(22.7%)
Teacher’s recognition has improved their work performance	2(18.2%)	3(13.6%)	1(4.5%)	12(54.5%)	4(18.2%)
I normally make recommendation to TSC for promotion for teachers who excel in their work	5(22.7%)	8(36.4%)	2(9.1%)	3(13.6%)	4(18.2%)
Teachers prefer being appreciated publicly than privately	4(18.2%)	2(9.1%)	1(4.5%)	6(27.3%)	9(40.9%)
I normally give letters of recognition to teachers who excel in their work	1(4.5%)	2(9.1%)	1(4.5%)	6(27.3%)	12(54.5%)
The school principal organizes special treats and outings for all teachers at least once a term	4(18.2%)	3(13.6%)	2(9.1%)	8(36.4%)	5(22.7%)

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*Source: Field Data (2024)*

The results presented in Table 4.5 uncover that majority of teachers 59(40.7%) agreed that school principal recognizes teachers who post exceptional performance, 57(39.3%) agreed that teacher’s recognition has improved their work performance, 60(41.4%) agreed that teachers prefer being appreciated publicly than privately, 62(48.8%) agreed that principal’s gives letters of recognition to teachers who excel in their work and 55(37.9%) agreed that school principal organizes special treats and outings for all teachers at least once a term. Further, large part of teachers 42(29.0%) strongly disagreed that principal makes recommendation to TSC for promotion for teachers who excel in their work. The findings show that teacher recognition can promote professional growth and development. Recognized teachers are typically encouraged to pursue additional education, training, and innovative teaching practices. This constant professional development ensures that teachers are up to date on the latest educational trends and practices, which they may then use in their classrooms. The results corroborate with the results of a research by Stajkovic *et al.* (2015) who recognized that recognition leads to higher employee morale and can create a greater impact on employee motivation than even other incentives. Recognition ignites intrinsic motivation and creates a deep-rooted ownership for

the organization by that particular employee. When instructors feel recognized, they are more inclined to attend professional development seminars, reflect, and seek new ways to improve their teaching skills.

The findings reveal that 10(45.5%) principals agreed that school administration recognizes teachers who post exceptional performance, 12(54.5%) agreed that teacher’s recognition has improved their work performance, 9 (40.9%) strongly agreed that teachers prefer being appreciated publicly than privately, 12(54.5%) strongly agreed they normally give letters of recognition to teachers who excel in their work and 5(22.7%) strongly agreed that school administration organizes special treats and outings for all teachers at least once a term. Nevertheless, 8(36.4%) disagreed that they normally make recommendation to TSC for promotion for teachers who excel in their work. The recognition of teachers holds immense significance in shaping their work performance within secondary schools. Principals understand that recognition serves as a powerful motivator for teachers, driving them to excel in their roles and contribute positively to the school community. The results are supported by Oyolla (2021) which exposed that employee recognition has a moderate positive influence on job satisfaction. The principals recognized teachers by giving them prizes during the annual prize giving day and also giving them educational tours once a year (Ongati, 2018). When teachers feel acknowledged and appreciated for their efforts, principals often observe a noticeable enhancement in their morale and dedication. This translates into a more vibrant teaching atmosphere in which educators are passionate about their work, resulting in higher student engagement and better academic achievements.

The study also looked for a relationship between teachers' job performance and teacher’s recognition. The 95% confidence interval for Pearson's correlation coefficient was utilized (Table 4.6).

**Table 4.1 Correlation Between Teacher’s Recognition and Teacher’s Job Performance**

		Teacher’s recognition	Teacher’s job performance
Teacher’s recognition	Pearson Correlation	1	.746
	Sig. (2-tailed)		.042
	N	167	167
Teacher’s job performance	Pearson Correlation	.746	1
	Sig. (2-tailed)	.042	
	N	167	167

The results show that teacher’s recognition and teacher’s job performance had a favorable connection ( $r=0.746$ ). The results suggest that a teacher's job performance is influenced by their recognition. The null hypothesis was rejected since there was a significant link ( $p=0.042<0.05$ ) between teachers' job performance and their recognition. Thus, the results suggest that teachers' job performance is influenced by their recognition.

### 4.5 Regression Analysis

To explicitly explore whether there are statistically significant correlations between the principals’ motivation strategies and work performance of the teachers in public secondary schools through financial rewards and teacher’s recognition. To evaluate the four hypotheses, the researcher used a multiple regression model with a 95% confidence interval:

**H<sub>0</sub>1:** There is no significant relationship between provision of financial incentives to teachers and their work performance.

**H<sub>0</sub>2:** There is no significant relationship between principals’ recognition of teacher’s exceptional performance and the teachers’ work performance.

*Table 4.6 Coefficientsa*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.867	.474		2.432	.003
	Financial rewards	.254	.458	.357	.173	.023
	Teachers’ recognition	.237	.432	.275	.149	.046

a. Dependent Variable: Teachers’ work performance

Table 4.6 presents the findings on regression coefficients where the independent variables were regressed on dependent variable. The model equation becomes;

$$Y = 2.867 + 0.254X_1 + 0.237X_2 + \sum(x)$$

Where  $X_1$ - $X_2$  represents the financial rewards and teachers’ recognition and  $\epsilon(x)$  is the chance variation of predictors

The findings presented in Table 4.6 show that financial rewards and teachers’ recognition had a positive influence on teachers’ work performance at 95% confidence interval since the P-values were less than 0.05. (P= 0.023<0.05,

P = 0.046<0.05). This is an indication that all the null hypotheses were rejected.

*Table 4.7 The Null Hypotheses' Final Decision*

Hypothesis	Verdict
H <sub>0</sub> 1: There is no significant relationship between provision of financial incentives to teachers and their work performance.	Rejected
H <sub>0</sub> 2: There is significant relationship between the principals’ recognition of teacher’s exceptional performance and the teachers’ work performance.	Rejected

## **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **Summary of the study findings**

The study first objective of the study was to establish the influence of the principals' financial incentives on the teachers' work. From the findings, it was established that principals and teachers' moderately extent agreed that financial rewards for teachers influence their work performance. Financial rewards serve as a tangible acknowledgment of their hard work and dedication, reinforcing their commitment to their profession. The teacher plays a central in role in the achievement of all these especially at primary and secondary school levels. The findings also revealed that teachers strongly agreed that school principal gives financial incentives to teachers, school principal gives financial incentives consistently, timely and fairly, without any form of favouritism. The financial rewards are a useful tool for motivating teachers and improving work performance within secondary schools. Principals recognize that competitive salaries and performance-based bonuses are essential for attracting and retaining high-quality educators.

The second objective of the study was to assess how principals' recognition of teacher's exceptional performance affects performance of their work. The findings revealed that majority of the principals and teachers agreed that teachers; recognition moderate extent influence their work performance in secondary school. The positive feedback serves as a motivator for them to devote greater effort and attention to their teaching obligations. The findings established that school principal recognizes teachers who post exceptional performance, teacher's recognition has improved their work performance. The results revealed that teachers' recognition from peers, administrators, and the broader educational community validates teachers' professional expertise and accomplishments. Recognition ignites intrinsic motivation and creates a deep-rooted ownership for the organization by that particular employee. The recognition of teachers holds immense significance in shaping their work performance within secondary schools.

### **Conclusions of the Study**

The study concludes that the implementation of financial incentives emerges as a key factor in motivating teachers to perform at their best. Principals who offer transparent and equitable financial rewards based on performance not only incentivize teachers to excel but also demonstrate a commitment to recognizing and rewarding their efforts. The study emphasizes the importance of principals' recognition of teachers' contributions. By acknowledging and celebrating teachers' achievements, principals cultivate a culture of appreciation and support within the school community, which in turn enhances morale and job satisfaction among teachers.

### **Recommendation of the Study**

The following recommendations were made based on study findings:

- i. The principals to consider the implementation of financial incentives as a motivational strategy. By offering financial rewards such as bonuses based on performance, principals can effectively motivate teachers to excel in their roles. However, it's crucial

to ensure that these incentives are transparent, fair, and tied to measurable outcomes to avoid any potential feelings of inequity or demotivation among teachers.

- ii. The principals should prioritize the recognition of teachers' efforts and achievements. This can be achieved through various means such as verbal praise, awards, or acknowledgment in staff meetings. By actively appreciating and celebrating teachers' contributions, principals can foster a positive work environment that encourages continued dedication and excellence.

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