

## INFLUENCE OF TEACHERS SERVICE COMMISSION INCENTIVES ON TEACHERS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MIGORI COUNTY, KENYA

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### **Abstract: -**

*The study sought to establish the influence of Teachers Service Commission incentives on teachers' performance. The study adopted cross sectional survey design with a population of 3010 teachers who are the main respondents, 271 secondary school principals and 10 Teachers Service Commission Sub-County Directors of Education. Simple random sampling pegged at 30% was used to select 81 principals, 10 TSC Sub-County Directors of education through purposive sampling and 357 teachers from Krejcie and Morgan table, making a total of 448 respondents. The research questionnaires were administered to teacher and the principals, Focus Group Discussion to the teachers while the interview guide was used to collect data from TSC Sub-County Directors of Education. Piloting, involving 10% from each category of the respondents was done to establish validity and reliability of the research questionnaires and 36 teacher, 8 principals and 2 Sub-County Directors of Education were included. Validity was determined by supervisors and experts in Educational Management and foundation department. Test-retest method was used to test reliability and Pearson's product moment correlation coefficient was further used to determine the reliability coefficient of .70 and above ascertaining the reliability of the instruments. Quantitative data was analysed using descriptive and inferential statistics where; frequency counts, percentage, mean and standard deviation was used, while qualitative data was coded, transcribed and organized thematically. The study established that; Incentives offered by the employer can motivate the teachers with overall mean rating of 2.45. From the findings, the null hypothesis stated was rejected. The findings of the study may be of value to the Education developers and stakeholders to help improve the reward system and invest significantly on the teachers who enhance improvement and the best results on learners' academic achievements.*

**Keywords:** *Influence, Teachers, incentives, Performance, Schools, Kenya*

**INTRODUCTION**

Motivation has been defined by different scholars in many ways. Srivastava and Barmola, (2011), states that, it is the inner urge or effort made by individual to achieve their target and satisfy individual needs without it an individual cannot achieve neither satisfaction nor better the desired results. To achieve the desired result, Vermeulen, (2017) states that, there must be a strategy which is an action that the employer take as general direction set for the schools and its various components to attain a desired goal in the future. A real strategy involves a clear set of choices that defines what the teacher is going to do and what he/she is not going to do (Shah, & Paudel, 2018:). In this context, teachers would wish to successfully complete the syllabus and their learners are able to attain good grades in their studies after going through the four years in secondary school as they are taken through the learning processes by the teachers.

A motivated teacher may be able to take a task for own use which can make the feelings be inwardly appreciated in order to obtain accomplishment and self-actualization, thus, making learning happen with passion, creativity and determination (Irma, 2015). Some of the variables of teacher performance includes, effective teaching, lesson notes preparation, effective use of schemes of work, effective supervision, monitoring of students’ work, and disciplinary abilities (Getange, 2016). Pakdel, (2013) in his study done in Baku State, explain that, in the field of education motivation is three dimensional phenomenon that includes beliefs about one’s ability to perform the desired activity and emotional reactions associated with the activity, hence from education point of view, motivation is a polyhedral structure which is associated with learning and academic achievements. This has been supported by Rasheed et al (2010) who emphasized that motivated teachers contribute to the promotion of educational quality and the development of students into good citizens.

A research done in Nigeria by Ukpond and Uchendu, (2012) on motivational strategies and possible influence on secondary school teachers came up with a finding that motivational variables such as praise and commendation, regular pay, regular promotion, in-service training and provision of teaching facilities have significant influence on teachers’ teaching performance. Potential method to increase students’ achievement is by providing teachers with motivators based on the particular students’ achievements and the goal that had been set. The difficulty, however is that one cannot identify the most productive teacher before an evaluation is done so that the administration and other stakeholders may affirm whether the set targets have been met or not (Jacob & Levitt, 2003; Aaronson et al, 2007).

The statistics from Migori County Director of Education office 2019 revealed that out of the student population of 46463 who sat for KCSE examination, between 2016-2019, only an average of 47.7% of the candidates managed to get a C+ and above grades and some of the school mean scores ranges between 3.5 and 8.7 in 2019, an indication that the performance is not the same but varies and not good enough to ensure that all the candidates are able to join University or be placed in middle level colleges.

To help improve the teachers’ performance within Migori County, the employer should work on the motivational strategies that will ensure that teachers within the county are well motivated, failure to which the performance level of the teachers will reduce and academic standards of learners within Migori county will continue lagging behind in comparison to other neighboring counties like Homabay and Kisii. Based on the above premises, a research needs to be conducted to look into Teachers Service commission motivational strategies and their Influence on teachers’ performance in public secondary school in Migori County. Table 1 shows the categories of motivational strategies that were awarded to the teachers between the years 2017 to 2019 by the Teachers Service Commission.

**Table 1: Teachers Service Commission Motivational Strategies in Migori County from 2017-2019.**

Year	Incentives (POYA, TOYA)	Career progression (promotion)	Teacher Management (Guidance Counseling) and	Strategic direction (SMASSE Training)
2017	4	1759	4	103
2018	6	74	3	134
2019	3	56	5	120
TOTAL	13	1889	12	357

**SOURCE: Migori County Director of Education’s Office- 2019**

From the statistics in table 1.1, it is clear that the strategies being used by the TSC are not being applied commensurate to 3,291 secondary school teachers within the county. Efficiency in teacher’ motivation at the County and Sub-county levels should therefore be improved. There is nothing much that has been done as indicators of motivational strategies of the teachers as shown in Table 1.1.

**1.2 Incentives and Teachers’ Performance**

Incentives are artificial devices introduced into the methods of teaching for the purpose of stimulating and directing the activity of the learner, in other organizations, it is the items or actions provided in an exchange for an employee’s services (Muralidharan, and Sundararaman, 2011). Morlaine and Lockheed (2014) expounds that incentives in schools,

motivates teachers behavior that improves students learning and reward teachers who demonstrate desired behaviors or whose students show improved learning. In this case, teachers can engage in a behavior not because they enjoy it or find it satisfying but in order to get something in return or avoid something unpleasant (Kendra, 2010). Studies done by Fryer, (2011) in a number of states, including Colorado, Florida, Michigan, Minnesota, South Carolina, Tennessee, Texas and Washington D.C revealed that, these states have implemented statewide programme for district and provincial schools to provide individual and group incentives to teachers for student achievements and growth and many more individual schools have implemented similar strategies. For this particular study, motivation was pegged on every teacher regardless of the category of the school where the teacher works in. Springer, et al, (2012) in their study on incentives in teaching argued that, the evidence on the impact of financial incentives for teachers are mixed. While financial incentives appear to be quite successful in developing countries, the results are unclear in developed countries like the US and Israel, though those too tend to weigh more towards positive effects than negative.

### 1.3 Monetary Incentives and Teachers' Performance

Monetary incentives are types of incentives which satisfy the employees by providing them with money, which does not only satisfy psychological needs but also the security and social needs (Ozoemena, 2013). For this study, the monetary incentives include the allowances offered by the TSC to his employees. Different categories of incentives have been identified which includes; compensation incentives which is known as financial incentives. This focuses on meeting the basic (psychological) needs of the teachers which includes; basic pay, pensions, other monetary and non-monetary benefits like performance related pay, accountability pressure which focuses on job stability, managerial feedback and client feedback as stated in UNICEF, (2017).

Provision of incentives to educators and trainers who are powerful agents of change for implementing Education for Sustainability Development (UNESCO, 2014) will help seek to improve access to quality and equity education leading to overall quality of the education system (Richardson & Watt, 2010). As a motivator, Jacob & Levitt, (2003) argues that, effective incentives system carried out in any institution is one that achieves the psychological principles of tying motivation and recognition to performance. When an institution wants to nurture productivity among its employees, one option available is to enhance an employee motivational program which can be done by giving incentives, targeting all teachers as performance of an institution is a collective responsibility of parents, teachers, students and the government as the incentives can be considered the driving force that encourages teachers to concentrate on their work, making their learners achieve good results or grades (Clark and Schroth, 2010). The success or failure of a particular task is related to rewards or punishments that come from outside the work itself or the persons themselves (Komaraju et al., 2012). From the above study, the findings arrived at were interpreted within the context of what educators could do to encourage and nurture students' motivation and achievements. But for the current study the findings will be based on what the employer could do to encourage and nurture teachers' motivation and achievements.

When the medical allowance offered by the employer is not sufficient to cater for all the teachers' medical bills, they will get demotivated and that is why Andrew, (2019) in his study on teacher Preferences, working conditions and compensation structure, found out that teachers would prefer that they get pay rise in their health insurance premiums just like the increase in their salary. Medical allowance as one of the incentives offered by the TSC to its employees is one of the motivator that the study tends to look into to help find better solution on how best it can be handled. Study done in USA by Imberman, (2015) looked at how effective financial incentives are to the teachers by expounding that, they can be effective if appropriately designed, but if poorly designed incentives yield little benefit. The statement has been supported by Fryer, (2013) who further explain that US public and charter school district with financial incentives for teaching excellence increased more than 40% from 2004 through 2012. In Kenya, there has been stagnation of how teachers get incentivized for quite a while, which the study tends to find out.

The allowances are part of the incentives offered by TSC to all teachers depending on their work station, job grades, enrolment of the learners and types of learners being handled. These allowances includes: house, medical, commuter and annual leave allowances. Other allowances offered on application includes: hardship, special duty, readers, and interpreter, transfer and hardship allowances (TSC, Collective Bargaining Agreement, 2012). In line with the above stated incentives, the study will further seek to identify other allowances offered by the employer from the teachers themselves. A research done by Al Tayyar, (2014) on job satisfaction and motivation amongst secondary school teachers in Saudi Arabia, found out that, workers' remuneration is an incentive centered to their personal finances and their social standings. Unless workers are happy with their salary, their attitudes and behavior may be affected. So, it is crucial that employees set pay at a satisfactory level.

In Philippines, Addendum to Deped Order No. 112 S. 200, (2010) clearly explains that teachers are expected to receive a bonus amounting to P3,000 each, in time for the anniversary of the Department of Education as a form of incentive when the teachers' and personal needs and expectations are satisfied, they will be highly motivated making them to be more productive in their work as the ultimate goal of every teacher is to see into it that all learners achieve a better grade (Mulvahill, 2019). A report by South East Asia ministers of Education Organization achieving Education For All goals by 2015 recognized the roles played by the teacher and consequently recommended teachers' motivational strategies through pay and regular performance based promotions besides other measures as a key component of educational development plan (Jeradechakul, 2011) as quoted by Kelvin, (2016) while carrying out a study in Tanzania. This study was conducted in both public and private secondary schools in Tabora with a total population of six secondary schools

only, a case quite low as compared to the number of schools used in the current study, hence finding the current study to be essential to the development of new knowledge. Teachers' pay in the African countries surveyed by Dalton, Tharp, Lois & Yamauchi, (2018) in Ghana and Uganda where found to be at the bottom of the global pay scale with the public percentage of salaries being much lower than in other countries such as India. This statement has been echoed by Nick and Nataha (2019) when they argued that teachers' salaries have not kept up with the rise in the cost of living over the past two decades, exacerbating day to day worries surrounding housing, transport, daily expenses and medical bills in developing countries. The study employed sociocultural theory to get to the findings while the current study employed expectancy theory of motivation to arrive to its findings.

In Egypt, Abd-El-Fattah, (2010) when addressing the longitudinal effects of pay increase on teachers' job satisfaction, found that pay did not significantly affect the job satisfaction of Egyptian teachers even after pay increase; they remained dissatisfied with their profession. Godman, (2013) has supported the above statement by stating that Incentives should be based on multiple outcomes, of which students' performance improvement is just one of the several matrixes which the study tends to find out. Study done in Tanzania indicated that teachers are normal being, their motivation comes from reasonable pay, but as a matter of fact; the current situation is not encouraging because the salary is low and not even enough to meet their monthly expenses. The teachers put themselves in low class because of low living standards. So, by improving the teachers' salaries and other payments could be the strategy in improving the quality of education (Ndijuye&Tandika, 2019). With the new Collective Bargaining Agreement (CBA) having been put into effect as promised, teachers' interests and needs can be viewed keenly with the new TSC allowances. These allowances make teachers be rejuvenated with zeal for high performance and attend to their core duties with very minimal interference (TSC, Collective Bargaining Agreement, 2012).

#### 1.4 Non-monetary incentives and Teachers' Performance

Non-monetary incentives are things that can satisfy the ego and self-actualization needs of an employee. They cannot be measured in terms of money. They include certification, security of service, good physical working condition and suggested schemes by the employer as explained by Ezekiel-Hart, (2012) in his study done in Nigeria, which was also supported by Okendu, (2012). Many a times, Consistence Incentives have been the source of the things that motivates teachers to achieve their goals and objectives; these incentives, could include professional rewards and accountability pressure. Professional rewards consist of strategies designed to stimulate the higher motivational needs of the teacher as these relate to teachers' recognition and prestige in the society, the working condition of the teacher and avenues of professional growth (Umansky, 2005). Glass, (2011) while carrying out a research on the influence of teacher motivation in the context of performance based compensation found out that, non- monetary incentives includes action such as thanking employees, praising or presenting employees with certificates of achievements, reward incentives which includes items such as gifts, appreciation incentives such as school parties and celebrations.

Many teachers feel the respect for their profession is decreasing in the eyes of students, parents, government and the larger society. This is because of the lower standards of teaching placed by the community and increasing demands on schools from society (Bennel and Akyeam, 2002). A research done by Barasa, (2015) on the influence of teacher motivational strategies on students' improved academic performance revealed that, teachers find pride and motivation at seeing their names recognized as a school top performer and would always wish to achieve a certain level of recognition. Conversely, some teachers would wish that teachers who don't perform are fired and failure to discipline and fire non-performers is one of the most demotivation action a school can take or fail to take.

Imberman, (2015) in his study states that incentives should be aligned with multiple outcomes that are both objective and subjective based on credentials and experience. In his research, he concluded that the returns to experience are limited and that credentials have little impact on students' performance. Nonetheless, teacher quality is key. Certification as incentives has also been implemented in many other countries including Denmark, India, Israel, Kenya, Hungary, and Norway (Dee and Wyckoff, 2013). The main focus for this study was not based on certification, therefore the study sought to find out the influence of motivational strategies where certification is just one amongst many other strategies to be studied. Richardson and Watt, (2010) in their research done in Ghana found that, the provision of incentives for teachers' is an essential element of the free policy, which seeks to improve access to quality and equity education, which help in current and future directions in teacher motivation.

Reporting from his study on motivational factors and teachers commitment in public secondary schools in Mbale Municipality, Olurotimi, (2015) explains that, teachers should be remunerated well to motivate them to enhance commitment. This can be achieved by offering incentives to teachers and rewarding those whose students perform better in a subject. He further states that pension packages of teachers should be improved in terms of the lump sum and monthly allowances. This will give teachers a sense of security in their old age and as a result they will remain focus and committed to their work. The study is almost similar to the current study because they are both carried out in Kenyan public schools but the difference is seen in the topics studied as one is majorly on general motivational factors while the current study is specifically motivational strategies from the employer.

In Kenya, teachers' allowances depend on their education and experience with no opportunity for performance based promotion which appears to result in a system with no incentives to teach well (Martin, 2010). Though, the current government is coming up with an idea of looking into performance contract on the basis of recognizing the achievements of teachers (Njuguna, Mbuthia & Benard, 2012), the current study tends to find out why despite the high experience and education level, the motivational level is yet to be affirmed whether adequate or inadequate in relation to the specific teachers' performance. Lussier, (2013) explains that teachers are the central elements for the overall school

performance and success. Their commitments at the job are the milestone for school success which comes as a result of giving them incentives. Teachers Service Commission should therefore, invest their leadership skills in raising teachers commitments at their job (Manzoo, 2011). The current study was not based on leadership skills in gauging the teachers' performance but looked into what drives the teachers to perform in order to produce the required results from the students.

**II. Research Methodology.**

The study adopted descriptive cross-sectional survey research design which is defined by Cohen, Manion and Marrison (2011) as the method used in getting information through responses that a sample of individual respondents give to questions presented. The study employed mixed method research approaches also referred to as triangulation-combined method where quantitative and qualitative data were involved. Study was carried out in Migori County and the target population comprised of secondary school teachers from 271 secondary schools in the county, Principals and TSC Sub-County Directors from the ten sub counties in Migori County. In this study, probability and non-probability sampling was used. To determine the sample size of teachers, Krejcie and Morgan (1970) table was used and the study population of 3010 was first rounded off to 3000, and the sample size determined as 341. Cluster sampling formula was further used to determine the number of teachers who were selected for the study in each sub-county. To determine the sampling distribution based on category and type of public secondary schools, proportionate allocation of principals per school was done depending on category and type of the school.

Purposive sampling was adopted to select the two principals of national schools as they are just two national schools in the whole county, whereas simple random sampling was used to select principals from extra-county, county and sub county public secondary schools within Migori County. The approach was used to ensure representativeness of principals in the study (Cohen, 2007). For TSC-SCDE, Purposive sampling technique was therefore used as the population under study was small and specific (Kothari, 2006) where all the 10 TSC-SCDEs were considered in the study as respondents (Manson, 2010). Three instruments were used to collect data for this study, these included: questionnaires, focus group discussion and interview schedules. Questionnaires were used to gather information from the teachers and the principals, focus group discussion for the teachers and Interview guide was used to get information from the TSC Sub-County Directors of Education.

To ensure effectiveness of the research instruments used in the study, a pre-test was carried out (Kothari, 2004). Frankael & Wallen (2009) notes that, at least 10% of the study is adequate for a pilot study. Therefore, out of 357 teachers, 30(10%), 81 principals 30(10%) and 10 SCDE 30(10%) were involved in the piloting from their respective sub-counties. Focus group discussion guide was piloted in one sub-county, where the group consisted of 10 (ten) teachers. Two (2) SCDE were involved as 1(one) is not interactive. The respondents involved in pre-testing were excluded from the data collection in the main study. Face and content validity was determined by presenting the instrument to the supervisors and experts in the Department of Educational Management and Foundation at Rongo University who are authorities in the area for scrutiny and advice. To ensure that the validity of the research instrument holds, the content validity was compared with the research objective. The contents and the impressions of the instruments were improved based on the authorities' advice and comments.

Reliability was first tested through instrument reliability test where a pilot study was conducted in a population similar to, but not included within the study sample (Orodho, 2003; Wadsworth Cengage Learning, 2013). The process was repeated on the same respondents after two weeks. The tool was adjusted until it provided consistent results (Kothari, 2004). This was done by testing instrument being subjected to pre-testing at Rongo University after which necessary corrections were done. The case study mode ensured that the procedures used were well documented and can be repeated with the same results over and over again as stated by Kothari, (2004).

Data was collected on the two occasions and Pearson's product moment correlation coefficient was used to determine the reliability of the questionnaires at the set p-value of 0.05 and a reliability coefficient of 0.70 and above was considered reliable for the teachers and similarly for the principals 'questionnaires as supported by Bonett, (2010). Data Collection Procedure was followed after acquiring the relevant documents before data collection is done. Data collected was analyzed using quantitative and qualitative techniques. Statistical Package for Social Science (SPSS) which handles large amount of data was used to analyze Quantitative data, given its wide spectrum of statistical procedures (Martin & Acuna, 2002). Independent two samples t-test was used to test the significant differences between groups. In order to determine the effectiveness of TSC motivational strategies, 5-point rating scale was used in form of; strongly disagree = 1, disagree = 2, undecided = 3, agree = 4 and strongly agree = 5. Data on TSC incentives that influence teachers' performance were organized in percentages, frequencies and mean and bivariate analysis was subjected to Pearson's chi-square test to ensure that the observed null hypothesis were statistically significant.

**Table 2: Interpretation of Correlation Coefficient Values**

R-value	<.30	.30-.49	.50-.69	.70-.89	.90-1.00
Interpretation	Very low	Low	Moderate	High	Very high

**Source: Orodho (2012)**



The chosen significant level (p-value) was set at .05 such that if the p-value was lower than 0.05, the null hypothesis would be rejected and conclusion reached that there is existence of significant differences or relationship. Whereas if the p-value was more than 0.05, it would be concluded that there is no existence of significant difference or relationship. Qualitative data was edited by checking the completed research instruments to identify and minimize error, incomplete responses, and misclassification and information gaps. The five focus group discussions were taped and later transcribed in full. The data was then analyzed adopting both a framework analysis and content analysis methodologies. The researcher compared detailed analysis of each interviews and drafted the research findings. Final conclusions were then drawn and ethical consideration was of utmost importance (De Vos, 2011).

**III. Results and Discussions**

To realize the objective and to set hypothesis, the respondents were asked to answer item 8 - 10 in the questionnaires by ranking the influence in the Likert scale rating between 1.00 – 5.00.

**Table 3: Perceptions on the Influence of TSC Incentives on Teacher Performance**

Statements	Res	Mean	SD	t-test
Commuter allowances offered by TSC is enough to facilitate my movement to school which help me cover the syllabus on time	Teachers	2.41	1.05	t(410)= 1.703, p= .089
	Principals	2.18	1.09	
	Principals	3.06	1.23	
Medical allowance offered by TSC is not adequate to help me be able to address the teaching content and outcome successfully	Teachers	2.77	1.29	t(410)= .006, p= .996
	Principals	2.77	1.41	
Teacher of the year award boost the morale of teachers in addressing the learning content and outcome	Teachers	3.04	1.23	t(410)= -.836, p= .403
	Principals	3.17	1.09	
Recognition of the teachers in different areas make them improve on maintenance of student discipline	Teachers	3.26	1.14	t(410)= .162, p= .871
	Principals	3.23	1.04	

**Interpretation of Mean Rating:**

1.00-1.44=Very Low 1.45-2.44= Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

From Table 3 it can be noted that teachers and principals consider commuter allowances offered by Teachers Service Commission inadequate to facilitate movement to and from school this influences low syllabus coverage as signified by teachers’ and principals’ job performance rating of (M=2.41, SD=1.05) and (M=2.18, SD=1.09) respectively. The independent samples t-test results indicates that there was no significant difference,  $t(410) = 1.703, p > .05$ , between the performance ratings of teachers and principals, suggesting that commuter allowance provided to teachers and the principals influence syllabus coverage to a low extent.

However the rest of other incentives had a rating of p-value ranging between p=.996, p=.403, and .871 respectively. From the presentations in table 4.5 and table 4.6 on teachers and principals’ perception on the influence of teachers service commission incentives, it can be noted that performance rating of  $t(410) = 1.703, p > .05$  between the performance ratings of teachers and principals influences the teachers performance to a low extent. From the results of independent samples t-test, it’s clearly indicated that teachers rating (M=2.96, SD=1.17) compared to the rating of principals (M=3.09, SD=1.11) on teacher job performance to complete the syllabus on time showed no statistically significant difference,  $t(410) = -.925, p > .05$ . This means that teachers and principals believe that recognizing effort through certification moderately promote completion of the syllabus on time. Table 3 on recognition of teachers by Teachers Service Commission shows that there was no significant variation,  $t(410) = .162, p > .05$ , in the ratings of teachers (M=3.26, SD=1.14) and principals (M=3.23, SD=1.04), consequently, suggesting that both teachers and principals agreed that recognition of teachers in different areas moderately makes teachers improve on maintenance of student discipline.

From the figures given in table 3, it can be confirmed that, most categories were ranked moderate, showing that, they did not influence the teacher performance to some significant level.

The hypothesis was: *H<sub>01</sub>: There was no significant influence between Teachers Service Commission incentives and teacher performance in Public Secondary Schools within Migori County*, Pearson’s Correlation Coefficient was computed to determine correlation between the scores of the two variables to test the hypothesis. The scores of the dependent variables were computed by calculating the mean of all the items that were part of performance indicators.

**Table 4:** *Perceptions on the Influence of TSC Incentives on Teacher Performance*

Item		TSC Incentive	Teacher job performance
TSC Incentive	Pearson Correlation	1	.169**
	Sig. (2-tailed)		.002
	N	412	335
Teacher job performance	Pearson Correlation	.169**	1
	Sig. (2-tailed)	.002	
	N	335	335

\*. Correlation is significant at the 0.01 level (2-tailed).

The result indicates that Teachers Service Commission incentives have very low positive significant relationship ( $r=0.169$ ,  $p<.05$ ) with teacher job performance. This study rejects the null hypothesis and concluded that incentive program offered to teachers by the employer has weak influence on timely syllabus coverage, choice of effective teaching pedagogy and maintenance of student discipline in secondary schools. The lower the mean rating given by the respondents for each of the incentives investigated, the lower the influence of motivation of the teacher towards job performance and vice versa.

Based on comparative views of teachers and the principals, the findings and the t-test results which compared the views of the two groups as shown in table 4.7 are in agreement with Nick and Nataha (2019) views when they argued that teacher’ allowances have not been upgraded for quite a while though, there is rise in the cost of living, creating day to day worries surrounding housing, transport, daily expenses and medical bills in developing countries where Migori County fall in as one of the counties in Kenya. As a motivator, effective monetary incentives stated in form of allowances as shown in table 4.7 given to teachers in any institution is one that achieves the psychological principles of tying motivation and recognition to produce the required results (Jacob & Levitt, 2003). Imberman, (2015) support the findings by stating that financial incentives for teachers can be effective if appropriately planned, but poorly designed incentives yield little benefit.

The responses indicate that teachers have mixed opinion on influence of commuter allowance on early syllabus coverage (Abd-El-Fattah, 2010). The administrators have other allowances as compared to the other teachers; this makes the classroom teacher demotivated as they feel that their plight is not well taken care of. Most principals stay in the school compound for ease of management and at the same time teachers who don’t stay in the school compound are paid the same amount of house allowances if they fall in the same job group as the principals. From the discussion, some teachers believe that the discipline of the learners will depend on how these learners view their teachers’ economic standards which determine their wellbeing like the type of a house a teacher is living in, the type of school where the children of the teachers goes to, in a nutshell the economic status of the teacher. In some instances, teachers will opt to get affordable houses which can be away from the school, this can interfere will their arrival time to work hence interfering with the syllabus coverage. With regard to medical allowances by Teachers Service Commission, the study established that teachers and principals regard the medical schemes provided inadequate to take care of teachers’ health issues and challenges. The independent samples t-test result indicates that there was no significant difference, between the ratings of teachers and principals suggesting that both teachers and principals had the same opinion that the medical scheme offered by Teachers Service Commission moderately influences teachers in addressing teaching content and outcome.

The findings of the study also agree with the TSC Collective Bargaining Agreement, (2012) which identified medical allowance as one of the monetary incentives that can make teachers be rejuvenated to perform better in their work as supported by Ozoemena, (2013). When the health conditions of the teachers and their family members are well taken care off, they will have less stress and will practice effective coping skills while on duty , this will lead to good performance without any interference as supported by McManis, (2020).

From the teachers’ statements, it can be noted that teachers appreciate the allowances as it helps them settle and get services like health services but with mixed opinions on the level of satisfaction. Timothy, (2020) also explains that, teachers’ health and some of the challenges experienced at workplace can directly affect their work performance. Hence the medical allowance offered should be able to cater for all their medical bills as opposed to the current one which covers specific treatment. The monetary medical allowances is usually offered inform of services through AON and NHIF. On the influence of teacher of the year award, the independent samples t-test result in Table 3 shows that there was no significant difference, between the ratings of teachers and principals, implying that both teachers and principals hold the same view that TOYA and POYA had moderate influence on boosting the morale of teachers in addressing the learning content and outcome. This was consistent to the focus group discussions finding that teacher of the year award is marred with a number of challenges which make them believe that there is no fairness in identifying the best teacher. Castilo, (2010) affirms that, when an institution wants to nurture productivity among its employees, one way of employee motivational program can be giving incentives, targeting all teachers and not just individuals as group incentives are offered in line with students’ achievement which is a concerted effort of all the teachers in a specific school (Fryer, (2011) as always practiced, just a section of teachers in a school are usually rewarded for performance of learners. The study reveals that certification which is a non-monetary way of motivating the teachers by Teachers

Service Commission moderately motivate the teacher to complete the syllabus on time as supported by Dee and Wyckoff, (2013). On the other hand, Imberman, (2015) when looking into the effectiveness of incentives states that, the credentials have little impact on students' performance. Nonetheless, teachers' quality is very important.

Sub-County Director 5, upon being interviewed explained that rewarding teachers through non-monetary, thus certification, influences teachers to enhance their performance because the certificates issued are normally linked to the nature of job accomplished, this is in line with Barasa, (2015). It was confirmed from the focus group discussions that teachers preferred that their employer recognizes their individual effort. This demonstrates that the use of recognition as an incentive has been given little focus by the Teachers Service Commission and therefore negatively affects teacher performance. This is in line with the observation made by Sub-County Director 3, who acknowledged that exemplary teacher performance was rewarded through cash awards, staff tours, issuance of certificates and various awards during education days organized by the TSC County Director of Education.

From the findings of the study, it can be established that the allowances offered in form of incentives both monetary and non-monetary by Teachers Service Commission to teachers, do not influence their performance in any way. Thus, the effects that these incentives impart on the teachers are not enough to make them perform their duty as required in Migori County.

#### **IV. Conclusion**

Teachers Service Commission incentives had very low positive motivational influence ( $r=0.169$ ,  $p<.05$ ) on teachers' job performance as a result of inadequate commuter allowance, limited medical insurance cover, unfairness in identification and award of the Teacher of the Year, little focus on recognition of exemplary performance of teachers and futile certification by Teachers Service Commission.

#### **V. Recommendations**

Based on the study findings and conclusions, the study recommends that Teachers Service and Salaries and Remuneration Commissions to come up with progressively review guideline to help look into medical insurance cover and other allowances to cater for health and economic demands of the time. TSC should also develop a comprehensive guide line for rewarding high performing teachers linking performance directly to reward.



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