



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

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ABSTRACT

Recent reports on education in Kenya underscore the importance of head teachers adopting effective instructional leadership practices and teachers enhancing their pedagogical knowledge and skills in order to guarantee high-quality education and academic achievement within the country's school systems. Giving teachers incentives is one of the instructional leadership strategies that headteachers can use. This study's goal was to ascertain how the head teachers' incentives affected teachers' work performance in Kenya's Nakuru County public elementary schools. The study was informed by the Hallinger and Murphy (1985) Model of Instructional Leadership and the Campbell et al. (1993) Theory of Job Performance. The study employed a convergent parallel design and a mixed methods research methodology. In order to gather and analyze data from a target population of 57,800 students, 7,741 teachers, 680 head teachers from 680 schools, and 11 Quality Assurance and Standards Officers (QASOs), the study simultaneously used quantitative and qualitative research methodologies. Cluster sampling was used to choose a sample of 68 elementary schools for the investigation. Through simple random sampling, 60 students and 329 teachers were chosen from these sampled schools. Additionally, 68 head teachers and 9 QASOs were chosen through the use of a purposeful sample. A focus group discussion guide, questionnaire, interview schedule, and document analysis checklist were the research tools employed. A pilot research with a sample size of 35 teachers was carried out in 7 public elementary schools in Baringo County. The quantitative data were analyzed using descriptive and inferential statistics, notably frequency counts, percentages, Spearman rank correlation, and regression analysis. The Statistical Package for Social Sciences (SPSS) version 25 was used to test the hypothesis at a significance level of 0.05. Tables were used to depict the results as frequencies and percentages. Thematic analysis and story presentations were used to display qualitative data. According to the study, head teachers' incentives had a statistically significant positive effect on teachers' job performance in Nakuru County's public elementary schools. The study emphasizes the value of teachers' work performance for overall school outcomes, giving head teachers and other education stakeholders important information to consider while focusing on efforts for providing incentives for teachers and legislation that support such programs. This would foster an environment where teachers may work as efficiently and effectively as possible, enhancing student achievement in KCPE examinations in public primary schools.

KEY WORDS: *Provision of Incentives, Teachers' Work Performance, Instructional Leadership, Public Primary Schools*

INTRODUCTION

The effectiveness of an education system relies on teachers' work performance, as they are crucial in delivering quality education (OECD, 2018). Teachers play a significant role in enhancing proficiency and numeracy skills in primary schools, which serve as the foundation for secondary schools, tertiary institutions, and future job prospects. To support teachers in creating an environment conducive to learners' achievement, head teachers should provide curriculum and instruction leadership that engages learners in problem-solving and critical thinking; and also assists teachers in delivering effective instruction and improving their

work performance (Usop et al., 2013; Kagwiria & Amukowa, 2013).

Instructional leadership pertains to the responsibilities assumed by educational administrators, such as principals or head teachers, in providing guidance and assistance to enhance the quality of teaching and learning within an educational establishment. The aforementioned leaders bear the responsibility of cultivating a conducive and efficient learning milieu for both students and educators (Enueme & Egwunyenga, 2017). The role of instructional leadership is of paramount importance in enhancing teaching and learning outcomes through the provision of support



to teachers, allocation of resources, cultivation of a culture of change, and facilitation of professional growth (Day & Sammons, 2014). Head teachers act as instructional leaders, guiding teachers in effective practices and creating conducive learning environments (Glanz & Zepeda, 2016).

Numerous studies conducted in diverse nations underscore the notable influence of instructional leadership on both the professional performance of teachers and the academic accomplishments of pupils. In order to optimize instructional leadership, school administrators have implemented several strategies, including but not limited to instructional resource allocation, instructional supervision, provision of professional development opportunities, and supply of incentives. Providing incentives and support by school leaders, such as award of certificates, praises and gifts and recognition for outstanding practices, is essential (Buregeya, 2011; World Bank, 2010). Through the allocation of resources towards the cultivation and augmentation of instructional leadership, educational institutions have the potential to establish conducive learning environments that result in enhanced teacher efficacy and heightened student academic outcomes.

The provision of incentives can also have a significant influence on teachers' work performance (Hooper et al., 2020). Incentives are rewards or benefits offered to teachers in exchange for improved performance, increased motivation, or achieving specific goals. These incentives can take various forms, such as financial bonuses, promotions, recognition, professional development opportunities, and improved working conditions (Warrah et al., 2018). The impact of incentives on teachers' work performance can be observed in the following ways: increased motivation, improved job satisfaction, enhanced productivity, and fostering a positive work culture (Wei et al., 2021).

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

In Kenya, incentives such as salary increment, promotions, and training opportunities have been shown to motivate teachers to work harder and improve their teaching quality (Kiprop, 2018; Kainga, 2021). Research reveals that certificates, praises and gifts contribute in the way teachers perform in school. However, the extent to which these incentives influence teachers' work

performance varies from school to school and from region to region (Wanjohi, 2020). Investigating this influence is therefore crucial for establishing a high-quality education system aligned with Kenya Vision 2030's goals of global competitiveness and development.

Statement of the Problem

In the Kenyan educational system, there exists an imperative need for comprehensive research that delves into the intricate interplay between provision of incentives and teachers' work performance. Despite concerted efforts to tackle prevailing challenges in the education sector, such as teacher absenteeism, subject content mastery, and inadequate pedagogical skills, a significant void remains in understanding how the strategic utilization of incentives can effectively enhance teachers' work performance (Buregeya, 2011; World Bank, 2010; Muema et al., 2018; Musyoka, 2018; Wasanga et al., 2012). Even though strides have been undertaken to implement instructional leadership practices such as provision of professional development opportunities, the pivotal impact of incentives on elevating teachers' work performance necessitates further exploration. The significance of this research was underscored by the quest to assess appropriate motivational incentives that can enhance teachers' work performance; thus propelling the Kenyan education system towards the attainment of its ambitions, as outlined in Kenya Vision 2030. This is because the intricate dynamics linking incentive provision and teachers' work performance have yet to be comprehensively investigated. Thus, this study was an assessment of how the provision of incentives by head teachers influence teachers' work performance in public primary schools in Nakuru County, Kenya.

Objective of the Study

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

Research Question

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

Study Hypothesis

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

LITERATURE REVIEW

Teachers' Work Performance

Teachers have a significant role in the holistic development of children, and their effectiveness is crucial in facilitating the acquisition of high-quality education by young learners. According to Asira (2011), the transmission of information, skills, and attitudes from teachers to students plays a crucial role



in fostering human growth. Furthermore, the work performance of instructors is characterized by their behavior and actions during instructional sessions, and is closely associated with their efficacy as educators (Selamat et al., 2013). The job performance of teachers include their actions and behaviors that align with the objectives of educational institutions. This performance is assessed based on their skill in teaching, which can be measured either objectively, such as through student test scores, or subjectively, such as through in-class teacher evaluations. The criteria used to assess teacher evaluations encompass several factors, such as adherence to punctuality and attendance policies, students' academic performance, proficiency in instructional planning, demonstration of content and curriculum mastery, effective facilitation of learning experiences and classroom management, cultivation of a positive and conducive learning atmosphere, and consideration for the needs and sensitivities of learners (Machelule, 2015). In order to achieve a high standard of instruction, it is necessary to evaluate the performance of teachers. This evaluation serves to enhance student learning and progress, as well as improve the quality of instruction by ensuring accountability for classroom performance and teacher efficiency. Additionally, it contributes to the successful achievement of the goals and objectives outlined in the school's vision and mission. Furthermore, it provides a foundation for instructional improvement through effective teacher performance appraisal and professional growth (Stronge, 2012).

Influence of Provision of Incentives on Teachers' Work Performance

Teacher incentives can be defined as various methods, actions, or rewards that are provided to teachers with the purpose of stimulating or acknowledging their effectiveness within the professional setting (Armstrong, 2014). Furthermore, the enhancement of the packages provided in teacher welfare services might also be perceived as incentives for teachers (Warrah et al., 2018). Incentives can encompass both monetary and non-monetary forms. Non-monetary incentives are commonly perceived as non-financial rewards bestowed to recognize exceptional achievements or outstanding performance. Incentives within this particular category encompass several forms of positive reinforcement, such as social approbation, verbal commendations, public acknowledgment, letters expressing gratitude, the provision of presents, complimentary tea and lunches, as well as opportunities for travel. According to Abdullah and Wan (2013), these incentives are beneficial in both improving employee engagement and ensuring effectiveness in service delivery. Additionally, they play a crucial role in building a conducive work atmosphere.

Hooper et al. (2020) did a study examining the relationship between peer recognition and teacher performance inside the United States of America. The research encompassed a cohort of 47 educators hailing from three distinct educational institutions within the United States. The study employed a mixed-methods

methodology, incorporating both surveys and focus group interviews, to investigate the impact of peer recognition on teacher motivation and performance. The findings of the research indicated that the implementation of the peer recognition program yielded favorable outcomes in terms of enhancing teacher motivation and job satisfaction, thereby resulting in enhanced performance. Educators expressed a heightened sense of appreciation and assistance from their peers, resulting in an increased feeling of inclusion and dedication to the educational institution.

The findings of Wei et al. (2021) 's study indicate that the act of complimenting instructors in the presence of their colleagues yielded beneficial outcomes in terms of their performance and job satisfaction. The study involved 154 teachers from four schools in the US and showed that teachers who received praise had higher student achievement scores and reported higher motivation, satisfaction, and commitment. The World Development Report (2018) also supports the idea that providing incentives, such as financial rewards, can inspire teachers and improve student performance, although the effectiveness may vary across different contexts.

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

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



Theoretical Literature of the Study

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

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

The instructional leadership model developed by Hallinger and Murphy (1985) was constructed through a comprehensive examination of existing literature and an analysis of instructional behaviors exhibited by primary school head teachers. This model encompasses three key domains, namely articulating the school's mission, designing the instructional program, and fostering a supportive school climate. Although certain scholars have raised concerns about its initial emphasis on control, recent research indicates that leadership that prioritizes the development of teacher capacity through professional learning, networking, and coaching may yield superior outcomes. The model's relevance in modern education systems is substantiated by empirical testing, which offers a structure for enhancing teacher performance (Hallinger, 2009; Leithwood et al., 2004, 2006; Marks & Printy, 2003; Southworth, 2002).

The aforementioned model offers a relevant theoretical framework for analyzing the impact of incentive provision by head teachers on the work performance of teachers in public primary schools within Nakuru County. The model provides valuable insights on the instructional leadership practices of head teachers, specifically in relation to the provision of incentives like as prizes and recognition. These activities have the potential to effectively motivate teachers and encourage them to improve their work performance. This model emphasizes the potential relationship between instructional leadership practices and incentives, highlighting the alignment of teachers' efforts with the goal of enhancing student learning. It offers a framework for examining how these practices collectively impact teachers' work performance in public primary schools in Nakuru County.

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

Campbell et al.'s (1993) Theory of Job Performance provides a relevant lens through which to examine the influence of the provision of incentives by head teachers on teachers' work performance in public primary schools in Nakuru County. The theory posits that job performance is a result of a combination of various factors, including individual attributes, job-related competencies, and motivational factors. In the context of the study, this theory implies that teachers' work performance is influenced not only by their intrinsic qualities and professional skills but also by external motivators, such as the incentives offered by head teachers. By integrating this theory, the study can analyze how the provision of incentives aligns with teachers' motivations and perceptions of their roles, impacting their overall job performance. It allows for a comprehensive exploration of the

interplay between individual attributes, instructional leadership practices, and the extrinsic motivation provided by incentives, contributing to a nuanced understanding of the multifaceted factors influencing teachers' work performance in Nakuru County's public primary schools.

RESEARCH METHODOLOGY

The research utilized a combination of qualitative and quantitative methodologies in order to gather and analyze data. The study employed a convergent parallel mixed-approaches design, wherein qualitative and quantitative methods were employed concurrently and given equal weight. The study encompassed a total of 680 public primary schools located in Nakuru County. This target population consisted of 57,800 kids, 680 head teachers, 7,741 staff, and 11 Quality Assurance and Standards Officers (QASOs). The researchers employed a cluster sampling technique to ascertain a sample of 68 schools, wherein 10% of schools were selected from each of the 9 clusters. The study employed a simple random sample technique to pick kids, while head teachers and Quality Assurance and Standards Officers (QASOs) were recruited using purposive sampling. Teachers, on the other hand, were selected through a simple random sampling method.

The data gathering instruments employed in this study encompassed questionnaires, interview schedules, focus group discussion guides, and document analysis checklists. The questionnaires and interview schedules included closed-ended and open-ended questions, respectively, in order to collect structured and qualitative data. The research utilized thematic analysis as a method for analyzing qualitative data, which involved the process of categorizing and identifying recurring patterns and themes. The quantitative data was organized, categorized, and examined using descriptive statistics and inferential tests, namely multiple regression analysis. This investigation aimed to investigate the impact of incentives provided by head teachers on the work performance of teachers.

RESEARCH FINDINGS AND DISCUSSIONS

The study analyzed the overall characteristics of the participants, encompassing variables such as age, highest educational attainment, and tenure in their current educational institution. The analysis of the respondents' age distribution revealed that the largest proportion, accounting for 44.8% of the total sample, belonged to the age bracket of 36-45 years. This was followed by the age bracket of 46-55 years, which constituted 28.3% of the respondents. Conversely, the age bracket below 25 years had the smallest representation, including just 3.1% of the respondents. In relation to the greatest level of educational attainment, a significant proportion of participants (56.6%) possessed a degree, while a smaller percentage held a diploma (22%), a master's degree (10.8%), or a certificate (10.5%). The respondents' duration of service in their current school was analyzed, revealing that the majority (42%) had been employed for a period of 4-6



years. This was followed by a group of respondents who had served for 7-9 years (27.3%), and another group who had been working for over 9 years (16.4%). These demographics provide insights into the characteristics of the respondents and suggest that the majority of participants are experienced teachers with higher education qualifications.

Awarding Certificates of Merit to Teachers who meet Targets

The frequencies for the replies were determined based on a sample size of 286. Out of the total sample size of 286 respondents, it was found that a small proportion of 22 respondents (7.7%) agreed that the head teacher at their respective school provides certificates of merit to teachers who successfully achieve their aims. Furthermore, a slightly higher number of 13 respondents (4.5%) strongly agreed with this statement. On the other hand, a significant majority of 127 respondents (44.4%) strongly disagreed with the notion, while 87 respondents (30.4%) just disagreed. Lastly, a minority of 8 respondents (2.9%) expressed uncertainty on this matter. Hence, a significant proportion of educators (214), accounting for 74.8% of the sample, expressed dissent on the claim that the principal in their educational institution awards commendation certificates to instructors who achieve their performance objectives. The results indicate that a majority of schools did not award instructors with certificates of merit as per the discretion of their respective head teachers. According to a study conducted by Karega (2013), the provision of certificates of merit was found to have a detrimental effect on instructors' work performance.

Encouraging Teachers' Participation in the Teacher of the Year Award

Based on a sample size of 286 participants, the findings reveal that a significant proportion of respondents, specifically 105 individuals (36.7%), expressed uncertainty regarding the extent to which the head teacher in their educational institution encourages teachers to partake in the teacher of the year award. Furthermore, 92 respondents (32.2%) strongly disagreed with this notion, while 38 respondents (13.3%) agreed and 12 respondents (4.2%) strongly agreed. Hence, a significant proportion of the educators (131 participants, accounting for 45.8%) expressed disagreement with the level of encouragement provided by the head teacher in their respective schools for instructors to partake in the teacher of the year accolade. The results of this study are contradictory to the findings of Warrar et al. (2018), who found that head teachers actively promoted teacher participation in award programs. The presence of teacher rewards was discovered to have a significant impact on the work performance of teachers.

Praising Teachers in front of their Peers for Outstanding Performance

The findings indicate that the proportion of respondents who strongly agreed was 34.3% (n=98), those who agreed was 16.1% (n=46), those who disagreed was 25.5% (n=73), those who

strongly disagreed was 16.8% (n=48), and those who were unsure was 7.3% (n=21). In general, the findings indicate that a significant proportion (144, or 50.4%) of the participants expressed agreement with the notion that their head teacher publicly commends instructors for exemplary execution of their responsibilities in the presence of their colleagues. The results of the study indicate that a majority of schools implemented a practice of publicly acknowledging teachers' achievements in the presence of their colleagues, which positively influenced their job performance. The results align with the findings reported in a study conducted by Wei et al. (2021), which demonstrated that commending instructors in the presence of their colleagues not only served as a catalyst for growth and ongoing professional advancement but also enhanced teachers' performance.

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

The results of the study reveal the frequencies and percentages of participants' agreement with the assertion "the principal publicly commends teachers for outstanding performance in students' academic achievements." These findings were derived from a sample of N = 286 individuals. The majority of participants, comprising 86 individuals (30.1%), expressed strong agreement, while 37 individuals (12.9%) indicated agreement. On the other hand, 52 individuals (18.2%) strongly disagreed, 66 individuals (23.1%) disagreed, and 45 individuals (15.7%) were uncertain about their stance. Furthermore, the findings indicate that a total of 118 teachers, accounting for 41.3% of the sample, expressed disagreement with the notion that the head teacher in their respective schools publicly acknowledges and commends teachers for their outstanding contributions to students' academic achievements. The results of this study are inconsistent with the findings of Valenzuela (2022)'s research, which shown that administrators publicly commended teachers for their exemplary work. This practice was found to enhance teachers' self-assurance and job performance.

Ensuring Timely Awards for Teachers' Achievement of Targets

According to the findings, a total of 20 respondents, constituting 7% of the sample, expressed agreement with the notion of the head teacher ensuring timely rewards for target success. Additionally, 28 respondents, accounting for 9.8% of the sample, strongly agreed with this statement. On the other hand, 68 respondents, representing 23.8% of the sample, disagreed with the statement, while a majority of 147 respondents, comprising 51.4% of the sample, strongly disagreed. Furthermore, 23 respondents, constituting 8% of the sample, expressed uncertainty regarding the head teacher's role in ensuring timely rewards for target achievement. A significant proportion of the educators, comprising 147 individuals (51.4%), expressed strong disagreement, while 68 individuals (23.8%) held a dissenting viewpoint regarding the head teacher's ability to promptly confer accolades for the attainment of predetermined objectives. The



results of this study differ from those reported by Warrah et al. (2018), who observed that school administrators used measures to ensure that teachers received timely awards for meeting performance targets, leading to better teacher work performance.

Organizing Tours for Teachers to Celebrate Achievements

The findings show that 20 (7%) respondents agreed, 28 (9.8%) strongly agreed, 68 (23.8%) disagreed, 147 (51.4%) disagreed, and 23 (8%) were unsure about the head teacher's obligation to ensure that rewards are given in a timely manner for reaching goals. 147 (51.4%) instructors strongly disagreed, and 68 (23.8%) disputed that the head teacher made sure that rewards were given out on time for achieving goals. The results differ from those of a study by Warrah et al. (2018), which revealed that school managers ensured that instructors received timely rewards for achieving the goal they were assigned, which enhanced their work performance.

The head teachers were asked to indicate what incentives are given to teachers who meet set targets in their school. One of the head teachers responded as follows: *I have an incentive programme in place where teachers who meet their targets are given a cash award at the end of the year.* Source: Head Teacher 28

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

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

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

Providing incentives to teachers improves work performance and fosters a culture of excellence and healthy competition. Source: QASO 1. According to yet another respondent: *It boosts morale and motivation of the teachers and promotes accountability.* Source: QASO 4

These results are in line with earlier research done in Kenya. According to a study by Chepkonga and Sang (2019), incentives like financial prizes, recognition, and chances for professional progression helped teachers in Kenya's public secondary schools perform better at their jobs. Additionally, the study by Chepkonga and Sang (2019) discovered that offering incentives raised teacher retention rates, decreased absenteeism, and improved engagement and satisfaction among teachers. These results are in line with the QASOs' responses, which claim that providing incentives builds a culture of excellence and high performance among instructors and fosters a sense of recognition and appreciation among them.

Table 1: Descriptive Statistics for Provision of Incentives

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

Source: Researcher (2023)

The statement that described the giving of incentives had mean scores that ranged from 1.97 to 3.07. These results, when rounded off, fall in the range of "Not Sure" to "Disagree," which is 3.0 or lower on the scale. The findings point to instructor discontent

with the rewards offered. The mild positive skewness of each statement ranged from -0.5 to 1. The negative kurtosis's range of values ranges from -2 to +2, therefore it was likewise within the expected bounds. The findings consequently imply that the head



teachers' provision of incentives was unfavorable to the instructors, who thought that more incentives were required. The results are consistent with those of a study by Enwereji et al. (2017), which discovered that elementary school instructors lacked incentives, which led to substandard work performance.

Association between Provision of Incentives and Teachers' Work Performance

To determine the relationship between the provision of incentives and teachers' work performance, Spearman rank correlation was calculated. The results are shown in Table 2.

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

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

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

Source: Researcher (2023)

The results indicate a significant and favorable correlation between the implementation of incentives and the performance of teachers ($r_s = 0.122$, $p = 0.040$). There is a positive relationship between the rise in the availability of incentives and the corresponding increase in teachers' work performance, with a coefficient of 0.122. This finding suggests that the implementation of incentives has a positive impact on enhancing instructors' job performance. The aforementioned results are consistent with the findings of a study conducted by Warrah et al. (2018), which similarly observed that the provision of incentives resulted in enhanced teacher performance.

A correlation analysis was conducted to investigate the relationship between the provision of incentives and the work performance of teachers across various levels of KCPE marks. The findings, as presented in Table 3, demonstrate a statistically

significant positive association between incentives and work performance at schools where the average scores fall within the range of 201 to 250 marks ($r_s = 0.129$; $p = 0.035$). The observed association exhibited statistical significance, as the p-value was found to be less than 0.05. In a similar vein, educational institutions that obtained scores within the range of 251 to 300 marks had a statistically significant positive connection ($r = 0.598$; $p = 0.040$). A statistically significant link was detected in schools with scores ranging from 301 to 500 marks, showing a strong positive correlation ($r = 0.877$, $p = 0.022$). The results of this study indicate that there is a more pronounced association between incentives and teachers' work performance in higher-performing schools as opposed to lower-performing schools. The findings are consistent with a study conducted by Warrah et al. (2018), which discovered a favorable impact of incentives on the work performance of teachers.

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

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

Source: Researcher (2023)



Test of Hypothesis for the Study

The hypothesis stated that “*H₀₁: Provision of incentives by the head teachers has no statistically significant influence on teachers’ work performance in public primary schools in Nakuru County, Kenya.*” Since the p-value associated with the provision of incentives was between 0.022 and 0.040 (Table 3), the null hypothesis is rejected and thus, it is concluded that provision of incentives by the head teachers has a statistically significant influence on teachers’ work performance in public primary schools.

Conclusions

The research findings indicate that the use of incentives by school administrators has a statistically significant impact on the work performance of teachers in public primary schools. Nevertheless, it has been seen that in several educational institutions, the principal has refrained from awarding certificates of merit to teachers who successfully achieve their predetermined objectives. In contrast to other educational institutions, the principal at these schools did not actively promote teacher engagement in the prestigious Teacher of the Year accolade. Similarly, it is observed that in numerous educational institutions, the principal refrained from commending instructors in the presence of their colleagues for their exceptional fulfillment of responsibilities. Additionally, in certain schools, teachers were not publicly acknowledged for their great contributions towards students’ academic accomplishments. Furthermore, it has been observed that in certain educational institutions, the principal has failed to ensure the prompt recognition of teachers’ accomplishments in meeting established objectives. Similarly, in other schools, the head teachers have neglected to arrange excursions or other celebratory events to acknowledge teachers’ achievements.

Recommendations

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

1. Head teachers should present instructors who achieve their goals with certificates of distinction, encourage them to compete for the teacher of the year award, and recognize them in front of their peers for exceptional job performance and exceptional academic achievement of their students. Awards should be given promptly when goals are met, such as by organizing celebration trips for instructors, as this may encourage them to carry out their tasks as effectively as possible.
2. The school's Board of Management (BOM) and Parents' Associations (PA) ought to think about improving the caliber of rewards given to instructors who fulfill goals. The BOM and the PA must assist the head teachers in their role as instructional leaders in fostering an atmosphere that will maximize teachers' performance and efficiency in the classroom.

Suggestion for Further Research

There is need for an exploration of alternative forms of incentives that may have a stronger influence on teachers’ work performance. Future research can explore alternative forms of incentives that may be more effective in motivating teachers.

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