



# Influence of Principals' Provision of Motivational Strategies on Teacher Productivity in Public Secondary Schools in Machakos County, Kenya

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**Abstract:** *There has been a worldwide concern about human relation strategies that are applied in schools by the principals to enable healthy teacher productivity. The objective of this study was to assess the influence of principals' provision of motivation strategies on teacher productivity in public secondary. The study was guided by human relations theory and the theory of educational productivity. Mixed methodology was adopted and the descriptive correlational designs with concurrent triangulation model. The target population was 4,921 consisting of 4,312 teachers, 291 principals, 291 BoM chairpersons 18 MoE/TSC officers and 9 TSC HROs. Sample size was 518 comprising of 433 teachers stratified randomly sampled, 29 principals stratified randomly sampled, 29 stratified randomly sampled, 18 MoE/TSC officers purposively sampled and 9 TSC HROs purposively sampled. Questionnaires were for teachers, principals and BoM chairpersons. Interview schedules were for MoE/TSC officers and the TSC HRO officers. Validity was established through judgment by educational management experts' analysis. Reliability was established using the split-half method. A reliability index of  $r \geq 0.75$  was obtained using Cronbach Alpha Method, indicating high internal reliability. Data triangulation through multiple analyses ascertained credibility, whereas dependability was established by detailed reporting of each data collection process. Quantitative data used descriptive statistics such as frequencies, percentages, tables and inferentially using liner regression with the help of SPSS (Version 24). Qualitative data was analyzed thematically and presented in narrative forms and verbatim citations. The findings established that principals were not using motivation strategies significantly neither was professional development applied among the schools.*

**Keywords:** *Financial Rewards, Material Rewards, Motivational Strategies, Social Rewards, Teacher Productivity*

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## 1. Introduction

Principals play an important role in achieving educational goals and valuable schooling in public institutions. To do that, there is need for a diversity of approaches such as fostering relationships between employees. According to Hattie and Clinton (2018), interpersonal strategies for school leaders include a range of activities that school leaders undertake to fulfill their teacher responsibilities and promote the overall growth and development of their students. These include, but are not limited to, motivation, professional development, teachers' welfare and communication strategies.

In India, Deborah (2017) postulates that principals embrace various methodologies and ways to deal with advance solid relations among staff, which incorporate fostering a school culture helpful for educating and learning through shared authority and direction, risk-taking, giving educational authority through conversations of informative issues. This infers that, for such training and educational programme goals to be actually understood, principals' capacity to oversee human relations may not be disregarded as the main thrust and fundamental wellspring of the authoritative turn of events and scholastic development under analysis. In any case, the degree to which human

connection methodologies embraced by principals contribute towards educator efficiency in schools is yet to be completely investigated. As per the World Bank (2020), teacher productivity entails teachers' timely coverage of syllabus, effective participation in co-curricular activities and producing learners with quality grades in internal and national analysis. In other words, teacher productivity decides how much and how well students acquire education and the degree to which their schooling matures into a series of individual, communal and progressive benefits.

In the Netherlands, for example, Moos (2016) asserted that a productive teacher is one who completes 85 % of the syllabus in time, frequently participates in 80 % of co-curricular activities such as athletics, music festivals as well as ball games and have his or her students register a mean grade of over 75 % in internal analysis. The study also says that this is only possible in schools where principals motivate teachers, engage teachers in professional development programmes, address teachers' welfare and create a conducive communication environment in the schools. Despite these assertions, teacher productivity is still low with many teachers not able to meet their teaching and learning objectives in time. For example, a report by Marchington (2016) shows that, in Colombia, only 27.8 % of teachers complete their syllabus in time, 31.9 % frequently participated in school co-curricular activities and students only register a paltry mean grade of 35.9 % in elementary and national analysis.

In Kuala Lumpur, for example, Hadré and Sullivan (2019) posit that, from a group point of view, the principals' ability to adopt strategies such as teacher motivation is echoed in the self-regulated character of instructors and outcomes from their practices, coupled with their proximal, which is their point of attraction immediately and innovative objectives. These assertions corroborate the viewpoints held by Millette (2020) that, to realize and improve teacher productivity, strategies which border on enhancement of human relations at school are key. The study states that in profoundly powerful schools as well as schools which have switched a pattern of unfortunate efficiency and declining accomplishment among educators, the chief establishes the rhythm by driving other than establishing an invigorating climate where teachers undertake their instructional activities without a hitch. This indicates that, to make a difference in the ability of teachers to cover syllabus in time, effectively participate in co-curricular activities (CCAs) and produce students with quality grades (C+ and above) in internal and national exams, principals' human relations strategies come in handy and have to be practised vigorously among the schools.

In Nigeria, Bukola and Subair (2015) assert that, in addition to challenges related to teacher supply and training, Nigerian Government has to ensure that human

relations and teacher welfare are addressed. The study states that in secondary schools where teachers are motivated, they have opportunities for professional development, their welfare concerns addressed and conducive environment for teaching and created, teachers are productive and cover syllabus in time, participate in co-curricular activities and produce students with quality grades in examinations.

With regards to these statements, Lethoko (2015) declares that principals in Pretoria in South Africa are supposed to be aware of teachers' government assistance, spur staff, establish a helpful clear climate and comprehend what is occurring in the homerooms by strolling the production line floor. With this impact, Southworth (2015) keeps up with that powerful informative pioneers glean some significant experience by finishing the work, figuring out the educational programme, instructional method, and understudy and establishing an invigorating climate for instructing. As per the study, instructors who are active in instructing are spurred by the work that their directors put into instructing and advancing as a determinant of further developed educator efficiency. Be that as it may, this has been the situation in numerous secondary schools.

Kenya, and specifically Machakos County are no exceptions where principals' ability to manage human relations is considered a key ingredient for providing effective instructional leadership to improve teacher productivity. Akala and Maithya (2017) assert that principals are tasked with ensuring the smooth supervision of teachers, undertaking performance appraisal and teacher discipline and motivation as strategies for improving pedagogy in public secondary schools. However, the effectiveness of such principals' human relation strategies in improving teacher productivity in public secondary schools is still wanting. Ministry of Education (MoE) (2020) notes that secondary schools in Machakos County registered a mean grade of 28.6 % in 2018 KCSE against a national aggregate which stood at 69.3 % and the trend has continued to remain below the expected mean score for the last five years.

Musyoka and Maithya (2020) for instance, shows that, in numerous public schools in Machakos County, teachers do not, sadly, cover their syllabus in time, the majority of them do not take part in co-curricular exercises, and teachers register disturbing grades in public assessments suggesting implementation of teachers showing subject is likewise sub-optimal. MoE (2020) noticed that public schools in Machakos County enlisted a mean grade of 28.6 % in 2018 KCSE against a public total which remained at 69.3 %, and the pattern has kept on diminishing. As per the education ministry, public secondary schools in Machakos County rank low in implementation of their programmes even after considering everything that counts in performance. In local ball games in 2018, Machakos County was

positioned position four (4) out of the five (5) sub-counties, number four in sports and five in music festivals. This requires a cross-analysis into the degree to which principals' human relationship procedures impact teacher productivity in public secondary schools, thus the review and study undertaken here supposed to address this issue. Thus, the objective on provision of motivational strategies on teacher productivity was necessary to answer the question as to how it these strategies were applied in the study county.

## 2. Literature Review

Motivation is a drive that influences someone's efforts towards performing a task. There are two aspects of behavior described by the concept of motivation, which justify the behavior or purpose of a behavior for appropriate energy. In the Indian case, Bedassi (2019) suggests that principals and other institutional leaders have presented a variety of approaches to inspire teachers to achieve better results. The study demonstrated that, motivational approaches implemented by school heads vary from teacher assessment, merit pay, teacher orientation, work atmosphere bonuses and sabbatical leaves for study or offering teachers chances to pursue professional development skills. In Italy, principals contemplate reward tactics and improving of working condition as essential in catapulting teachers' productivity. In a study achieved in Kuala Lumpur, Hardré and Sullivan (2019) established that, from a group point of view, the principals' motivational efforts may be in the form of their design of the environment, direct intervention, explicit instructional or interpersonal strategies. According to the study, the effectiveness of principals' motivational strategies is reflected in the self-regulated behavior of teachers and results from their experiences, coupled with their proximal, which is their point of attraction immediately and futuristic goals.

These assertions corroborate the viewpoints held by Millette (2020) that to realize effective teacher productivity of paramount importance is the proper management and motivation of teachers. The study suggests that, in highly effective schools as well as schools which have reversed a trend of poor performance and declining achievement, it is the principal who sets the pace by leading and motivating teachers to perform to their highest potential. This indicates that to make a difference in students' achievement, principals' motivational strategies come in handy.

In many countries in Sub-Saharan Africa, principals' motivation strategies form the bedrock of teacher productivity in secondary schools. For example, a study conducted in high schools in Nigeria, Akinwumi (2014) established that, while merit plans may attempt to reward excellent teacher productivity with increased financial compensation, career ladders such as principals, master teacher programs and differentiated staffing reforms are designed to enrich work and enlarge teachers'

responsibilities. It found that principals' motivation strategies and dynamics entail a set of attributes or characteristics which enable secondary school principals to manage school activities, provide effective instructional supervision and improve teacher productivity.

In keeping with these assertions, Lethoko (2015) undertook a study in Pretoria Region in South Africa, which suggested that principals should know what is taking place in the classrooms by walking the factory floor. To this effect, effective instructional leaders learn a lot by doing the job and understanding the curriculum, pedagogy, and student and adult learning. According to the study, hands-on teachers are motivated by the effort their principals put into teaching and learning. Despite these assertions, teacher motivation in developing countries paints a dismal picture of low or declining motivation levels among formal public secondary school teachers. However, the situation, of course, varies from country to country. Some countries may face particular teacher motivation threats, while others face different or no threats at all.

A study carried out in Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar, and Senegal, by Michaelowa (2016) found that more than 50 % of fifth-grade teachers seem to prefer teaching to any other profession, and over 40 % like their schools and do not want to change, indicating that teacher motivation may not be so bad in those countries. On the other hand, Ethiopia and Nigeria exhibit nearly all of the causes and symptoms of low teacher motivation.

In Kenya, the condition is not different. Teacher inspiration is a worry for many education participants despite the appreciation that inspired teachers to perform well, evidenced by timely syllabus coverage, mastery of content, and improved students' academic performance.

In a study carried out in Masaba, Onyambu (2017) revealed that increased hours of work, huge class sizes, extra lessons, and continuously fluctuating curricula were the key discouragements in numerous republics. Citing the study, what is anticipated from teachers is not inclined at a genuine level in many regions given quantifiable rewards, workloads, work and living environments. Further, the study revealed that in many schools, teachers are being asked to take more responsibilities, including HIV/AIDS education, counselling and community development. A study in Thika West Sub-County by Nyakundi (2015) shows that 79.3 % of motivated teachers are more likely to motivate students to learn in the classroom to ensure the implementation of educational reforms and feelings of satisfaction and fulfilment. It showed that, while teacher motivation is fundamental to teaching and learning, several teachers are not highly motivated. However, in secondary schools, the challenge for principals is to develop highly motivated teachers who are actively

engaged in teaching and learning, open to new ideas and approaches, and committed to students and change over their teaching careers. In Machakos County, principals play a key role in teacher motivation which, in turn, contributes to teacher productivity. A study carried out in Machakos County by Huma (2017) found that, in public secondary schools, teacher motivation is considered key to the success of many teachers and students. Nevertheless, more still necessitates to be done since other reviewed analysis have not articulated how each principals' motivation strategy influence teacher productivity in terms of syllabus coverage, participation in CCAs, teaching subject scores, performance contract scores and teacher job satisfaction.

## 2.1 Theories

Two theories were employed. The first was for independent variable while the second was for the dependent variable.

### 2.1.1 The Human Relations Theory

The human relation theory informs the independent variable which is principles to human relation strategy as demonstrated in the conceptual framework. According to Walberg (2020) human relation theory takes an interpersonal approach to managing human beings with an intention to improving their productivity and job satisfaction as indicated in terms of principals' motivational strategies.

### 2.1.2 Theory of Educational Productivity

In this study, this theory associates diverse inputs affecting teacher productivity to human relation strategies undertaken by principals. These include teacher motivation, welfare management, professional development, and principals' communication strategies in public secondary schools, all of which are expected to impact teachers' syllabus coverage positively, participation in CCAs, teaching subject scores, performance contract scores, and job satisfaction. On the other hand, educational productivity theory anchors the dependent variable teacher productivity. According to Walberg (2020), educational productivity is premised on influence by multiple parameters within the school environment guaranteeing teacher productivity in terms of improved syllabus coverage, improved teaching

subject scores, improved performance contract scores, increased teacher job satisfaction.

## 3. Methodology

The study used mixed methodology that utilizes both quantitative and qualitative approaches. This method was selected since it included the assortment and examination of both quantitative and qualitative data in a single report. Data was gathered using questionnaires. Concurrently, qualitative data gathering was done.

Regarding the design, the investigation applied descriptive correlational strategies with simultaneous triangulation tactic. The strategies are utilized in investigations aiming at providing static pictures of situations and establishing the association amongst various variables. Descriptive designs are procedures or amalgamation of procedures like survey, interviewing and observing (Kothari, 2019). The designs were used to collect info on the type or state of the existing condition.

## 4. Results and Discussion

In descriptive analysis, the researcher analyzed data collected and presented it in frequencies, tables, and percentages. The data was analyzed and presented according to the first study objective regarding the provision of motivation strategies as it is seen here underneath. The data captured the indicators from the independent variable. These indicators were the provision of social rewards, provision of material rewards, provision of extrinsic motivation and provision of financial rewards. The data in the objective similarly captured the dependent variable indicator which was the increased teacher job satisfaction. This is seen in the questionnaires whose questions balanced both independent and dependent variables. Frequencies and percentages were established from variables based on five-point Likert scale seeking to examine this objective of the study. These scales are Agree (**A**), Strongly Agree (**SA**), Undecided (**U**), Disagree (**D**) and Strongly Disagree (**SD**).

In this case, the researcher requested the teachers to fill part B of their questionnaire. The data captured the indicators for both independent and dependent variables. The results were computed and presented in Table 1 as seen below.

**Table 1: Teachers' Responses on Principals' Provision of Motivational Strategies on Teacher Productivity**

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
There has been provision of social rewards in your institution that influenced increased teacher job satisfaction	62 20.00 %	00 0.00 %	00 0.00 %	124 40.00 %	124 40.00 %
You agree that you have witnessed provision of social rewards in your institution which have increased teacher job satisfaction	31 10.00 %	46 14.84 %	10 3.23 %	200 64.52 %	23 7.42 %
There has been provision of material rewards in your institution that influenced increased teacher job satisfaction	60 19.35 %	20 6.45 %	15 4.84 %	100 32.26 %	115 37.10 %
You have witnessed provision of material rewards in your institution that influenced increased teacher job satisfaction	20 6.45 %	25 8.06 %	20 6.45 %	120 38.71 %	125 40.32 %
Your institution has been providing extrinsic motivation which has increased teacher job satisfaction	10 3.23 %	10 3.23 %	10 3.23 %	150 48.38 %	130 41.93 %
You have witnessed provision of extrinsic motivation in your school which has increased teacher job satisfaction	20 6.45 %	12 3.87 %	20 6.45 %	140 45.16 %	118 38.06 %
Your school has been providing financial rewards which have increased teacher job satisfaction	05 1.61 %	05 1.61 %	10 3.23 %	160 51.61 %	130 41.94 %
You have witnessed provision of financial rewards which has increased teacher job satisfaction	10 3.23 %	15 4.84 %	15 4.84 %	150 48.39 %	120 38.71 %

**Source: The researcher, 2023**

From the table above, the provision of social rewards was accepted by 62 (20.00 %) who agreed. The disagreement had 124 (40.00 %) and the strongly disagree had 124 (40.00 %). This indicated that those teachers who were on the agreement side were 62 (20.00 %) in total. The disagreement side attracted 248 (80.00 %). Therefore, this indicator could not be found significantly amongst the teachers.

The number that witnessed the provision of social rewards was 31 (10.00 %) who agreed. The strongly agreement was 46 (14.84 %). The undecided lot was 10

(3.23 %). Disagreeing was 200 (64.52 %). Strongly disagreement was 23 (7.42 %). This indicated that the total agreement side was 77 (24.84 %). The undecideds were 10 (3.23 %). Thus, the total disagreement was 223 (71.94 %). Though the latter was the majority, the total undecided and the agreeing side was 87 (28.06 %) which was significant. This means that a higher percentage of disagreement was expected so as to make it more significant and meaningful. The interpretation is that the provision of social rewards was not seen among the teaches as seen by 223 (71.94 %). If this could have been higher, then it could have been more significant.

However, it is concluded that this indicator was missing among the schools investigated.

On the indicator of the provision of materials rewards, 60 (19.35 %) agreed. Strongly agrees were 20 (6.45 %). The neutrals were 15 (4.84 %). Those disagreeing were 100 (32.26 %). The strongly disagrees were 115 (37.10 %). Looking at the total agreement side, the figure was 80 (25.81 %). On the other hand, the total disagreement side was 215 (69.35 %). The total agrees and undecideds stood at 95 (30.65 %) being a significant figure. Thus, the total disagreement 215 (69.35 %) could have been higher for better significance. Nevertheless, it was concluded that this indicator was missing as per the responses of the majority of the teachers.

There were teachers who witnessed the provision of material rewards in their institutions. The agrees to this were 20 (6.45 %). The strongly agreeing were 25 (8.06 %). The neutrals were 20 (6.45 %). The combination of disagree and strongly disagree was 245 (79.03 %). The combination of agrees was 45 (14.52 %). The disagreement was significant since it was scoring nearly eighty percent. Thus, the indicator was not seen among the principals in schools according to the teachers in the study county of Machakos.

Concerning the indicator on extrinsic motivation, 10 (3.23 %) agreed. Another 10 (3.23 %) strongly agreed. There was another 10 (3.23 %) who could not make any decision. There were 150 (48.38 %) who disagreed and 130 (41.93 %) strongly disagreeing. The total agreement was 20 (6.45 %). On the other hand, the total disagreement was 280 (90.32 %) being a highly significant figure. Thus, the indicator was not found among the schools in Machakos County.

Those who witnessed extrinsic motivation provision and were in agreement were 20 (6.45 %) and the strongly agreeing were 12 (3.87 %). The neutrals were 20 (6.45 %). The disagreeing was 140 (45.16 %) and the strongly disagrees were 118 (38.06 %). The combination of disagreement was 258 (83.22 %). Therefore, according to the participants, who were teachers, this indicator was significantly missing among the secondary schools investigated in Machakos County.

There seemed that there was no meaningful provision of financial rewards. Only 5 (1.61 %) could agree with a

number of 5 (1.61 %) strongly agreeing. Those who did not make decision were 10 (3.23 %). The disagreeing recorded 160 (51.61 %) and the strongly disagreeing were 130 (41.94 %). The total agrees was 10 (3.23 %). The total disagreement side scored 290 (93.55 %). This indicated that the indicator was significantly missing in schools in Machakos County.

The number that witnessed the provision of financial rewards in agreement was 10 (3.23 %) with another 15 (4.84 %) strongly agreeing. The neutrals were 15 (4.84 %). The disagreeing was 150 (48.39 %) with another 120 (38.71 %) strongly disagreeing. The total combination of agreement side was 25 (8.06 %). The total disagreement side was 270 (87.10 %) which was significant.

In conclusion, the indicators of this objective were relatively missing among the schools according to the teachers who filled their questionnaires. It can be concluded that the provision of motivation strategies by the school principals was not adequately and significantly provided. This had an impact on teacher productivity. It negatively affected the increased teacher job satisfaction significantly. The teachers needed motivation strategies so as to perform effectively in their work. This explains why the study county of Machakos lagged behind in performance of national examinations. There was poor teacher motivation and hence poor teacher management and productivity in terms of examination results.

These findings from the teachers had similar other findings elsewhere in the world of research in this subject. One example was found in the Republic of India. In India, the principals and other school leaders had introduced a variety of policies to inspire the teaching staff to achieve better results in examinations. The study confirmed that, motivation approaches implemented by secondary school heads ranged from, but not limited to, teacher assessment, distinction payment, teacher orientation, work atmosphere premiums and study leaves for education or offering the teachers chances to track professional growth and the skills (Bedassi, 2019). The principals were requested to fill part B of their questionnaire. The outcomes were presented in Table 2 below.

**Table 2: Principals’ Responses on Principals’ Provision of Motivation Strategies on Teacher Productivity**

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
As the school principal, you agree that there could be provision of social rewards in your school that may influence increased teacher job satisfaction	10 34.48 %	10 34.48 %	02 6.90 %	05 17.24 %	02 6.90 %
It may be true that you have provided social rewards in your school which might have improved teacher job satisfaction	10 34.48 %	10 34.48 %	5 17.24 %	02 6.90 %	02 6.90 %
Being the school head, you agree that there is provision of material rewards in your school that might have influenced increased teacher job satisfaction	05 17.24 %	05 17.24 %	10 34.48 %	05 17.24 %	04 13.80 %
You have been providing material rewards in your school which might have influenced increased teacher job satisfaction	05 17.24 %	05 17.24 %	10 34.48 %	05 17.24 %	04 13.80 %
There is provision of extrinsic motivation in your school which might have increased teacher job satisfaction	06 20.69 %	04 13.80 %	05 17.24 %	10 34.48 %	04 13.80 %
As a principal, you have provided extrinsic motivation in your institution which has may have increased teacher job satisfaction	04 13.80 %	06 20.69 %	05 17.24 %	14 48.28 %	00 0.00 %
There is provision of financial rewards which may have increased teacher job satisfaction	05 17.24 %	05 17.24 %	05 17.24 %	10 34.48 %	04 13.80 %
You have provided financial rewards which has improved teacher job satisfaction	10 34.48 %	02 6.90 %	05 17.24 %	10 34.48 %	02 6.90 %

**Source: The researcher, 2023**

From the table, 10 (34.48 %) of the participants agreed that there could have been provision of social rewards in schools. Another 10 (34.48 %) strongly agreed. There were 2 (6.90 %) who remained undecided. Disagreeing was 5 (17.24 %) while strongly disagreeing were 2 (6.90 %).

The total agreement side recorded 20 (68.97 %). The total disagreement was 7 (24.14 %). The total disagreement side and the undecided were 9 (31.03 %). The implication here is that the acceptance side was

weakened by the 9 (31.03 %). However, these responses were from the principals who could have been biased since they were the ones who were supposed to implement this indicator. The fact that some of them were on the negative shows that there was a problem in achieving this indicator as the key informants who were the teachers had indicated in their responses.

Some principals may have provided social rewards in person. The agrees were 10 (34.48 %). The strongly agreeing were similarly 10 (34.48 %). The undecided

were 5 (17.24 %) as 2 (6.90 %) disagreed. Another 2 (6.90 %) strongly disagreed. The total agreeing side was 20 (68.97 %). The disagreements side was 4 (13.79 %). The combination of undecideds and the disagreement side was 9 (31.03 %). This outcome indicated a poor acceptance side meaning that the provision of social rewards among the schools was not done adequately hence hampering the teacher productivity. The scenario here is that there was no significance on the side of the principals. The teachers did not have the same thoughts meaning that there could have been a defense on the side of the principals in this indicator.

The indicator on the provision of material rewards being seen in schools was accepted by 5 (17.24 %) who agreed. Another similar number of 5 (17.24 %) strongly agreed. A significant number of 10 (34.48 %) did not want to take sides. The disagrees were 5 (17.24 %) and the strongly disagreeing were 4 (13.79 %).

The combination of the agreement side was 10 (34.48 %). The combination of the undecideds and the disagreement side was 19 (65.52 %). Thus, there was a very poor provision of materials.

If the individual principals provided material rewards personally remained a puzzle. Only 5 (17.24 %) agreed with another similar 5 (17.24 %) strongly agreeing. The undecideds were 10 (34.48 %). The disagreement was 5 (17.24 %) and the strongly disagreeing had 4 (13.79 %).

The combination of agreement side was 10 (34.48 %). The combination of the undecideds and the disagreement side scored 19 (65.52 %). This means that the individual principals personally failed to provide material rewards to the teachers. This must have affected the teacher productivity negatively. There was low motivation among the teachers in Machakos County. The indicator on the provision of extrinsic motivation among the teachers in secondary schools in Machakos County was accepted by 6 (20.69 %) with 4 (13.79 %) strongly agreeing. The undecideds were 5 (17.24 %) while 10 (34.48 %) disagreed. The strongly disagrees were 4 (13.79 %).

The acceptance side had 10 (34.48 %). The undecideds and the disagreement side had 19 (65.52 %). This is a clear indication that extrinsic motivation in schools was missing. The unmotivated teachers could not be expected to produce good results. The extrinsic motivation could have come outside the teachers unlike the intrinsic which could come within the teachers. If the principals themselves could provide extrinsic motivation was still in doubt. The agrees were only 4 (13.79 %). Another 6 (20.69 %) strongly agreed. The undecideds were 5 (17.24 %). The disagreements were 14 (48.28 %).

The total agrees were 10 (34.48 %). The total undecideds and disagreements were 19 (65.52 %). This outcome has it that even the individual principals could not give

extrinsic motivation personally. This explains why productivity in teachers in Machakos County was low. Improvement in motivation meant improvement in productivity.

The provision of financial rewards is important for making teachers produce better results. This provision was accepted by 5 (17.24 %) and strongly agreed by 5 (17.24 %). There were 5 (17.24 %) who made no decision. There were 10 (34.48 %) disagreeing and 4 (13.79 %) strongly disagreeing.

The combination of agreement side was 10 (34.48 %). The combination of the undecideds and the disagreements side was 19 (65.52 %). This was a clear indication that the financial rewards were not provided by the principals. It is common knowledge that money issues in schools are recurrent. No school has all the money adequately.

The number of principals that provided financial rewards was doubtful. The ones accepting were 10 (34.48 %). Strongly agreeing were 2 (6.90 %). The undecideds were 5 (17.24 %). The ones disagreeing was 10 (34.48 %) and the strongly disagreeing were 2 (6.90 %).

The combination of agreeing was 12 (41.38 %). The combination of the undecideds and the disagreement side was 17 (58.62 %). From these figures, it was evident that the principals had no financial rewards to offer the teachers. This again became a clear explanation as to why teacher productivity was low in the study county of Machakos. The financial rewards speak louder as far as teacher productivity is concerned. Schools must have faced huge problems with funds.

The findings from the principals concurred with other studies done elsewhere in the world of research by other researchers in this same area. A good example is from the land of Italy. The high school heads considered reward approaches and enhancement of working atmosphere as significant in catapulting teacher productivity. In another study in Kuala Lumpur, Hardré and Sullivan (2019) found that, from a group point of view, the heads' motivational pains were in the form of their designing of the atmosphere to work in, direct intervention, clear instructional or relational plans. It was found that the efficiency of heads' motivational approaches was reflected in the self-regulated behaviour of the instructors and outcomes from their experiences, tied to their proximal, which was their point of attraction.

The research performed linear regression analysis to test if principals' provision of motivation strategies significantly predicted teacher productivity. The outcomes of the linear regression model were noteworthy,  $F(1,729) = 480.80$ ,  $p < .001$ ,  $R^2 = .40$ , indicating that approximately 39.74% of the variance in teacher productivity was explainable by the principals' provision of motivation strategies. Principals' provision



of motivation strategies significantly predicted teacher motivation,  $B = 0.62$ ,  $t(729) = 21.93$ ,  $p < .001$ . This indicated that on average, a one-unit increase of principals' provision of motivation strategies increased the value of teacher productivity by 0.62 units. Table 3

summarizes the results of the regression model. The model becomes:

$$\text{Teacher Productivity} = 0.59 + 0.62 * \text{Principals' provision of motivation strategies.}$$

**Table 3: Results for Linear Regression with Principals' Provision of Motivation Strategies Predicting Teacher Productivity**

Variable	<i>B</i>	<i>SE</i>	95.00% CI	$\beta$	<i>t</i>	<i>p</i>
(Intercept)	0.59	0.06	[0.48, 0.71]	0.00	10.19	< .001
Provision of motivation strategies	0.62	0.03	[0.56, 0.67]	0.63	21.93	< .001

*Note.* Results:  $F(1,729) = 480.80$ ,  $p < .001$ ,  $R^2 = .40$   
**Source: The researcher, 2023**

Motivation is seen as a key factor in teachers' productivity in schools. Without this, there is no hope of better performance. The inferential outcome was a clear indication how principals must address the issue of motivation in their schools.

The inferential statistics outcomes had similar findings in many other investigations conducted elsewhere. It was seen that in Sub-Saharan African nations principals' motivation tactics formed the foundation of teacher productivity in secondary schools. There was an investigation done by Akinwumi (2014) in secondary schools in Nigeria. It was discovered that, while merit pay plans attempted to reward excellent teachers' productivity with increased monetary reward, career ladders such as principals, master teacher programmes and differentiated staffing reforms were designed to enrich work and enlarge teachers' roles. It was established that principals' motivation tactics and dynamics entailed a set of qualities which enabled secondary school heads succeed in school activities, provide real work supervision and improved teacher productivity in so doing.

Regarding principals' provision of motivation strategies on teacher productivity, this researcher prepared and organized data gathered from the field interviews accordingly. Interviewed were TSC county directors and the Sub County Directors of Education. The information was prepared and organized, reviewed and explored severally and then initial codes were created. These codes were reviewed and combined into themes. The themes were presented in a cohesive manner as seen below in the narratives.

To check the principals' provision of motivation strategies on teacher productivity, there was a need for the school heads to give social rewards to the teachers and other members of the school community.

Nevertheless, this outcome did not receive much support from the qualitative data. One education officer agreed,

*“The issue of social rewards has been critical among the public secondary schools in Machakos County. One reason for this, unfortunately, could be ignorance among the school heads. However, for those heads who wish they could offer something, they have always complained about the lack of adequate funds for such provisions. This of course has led to poor job satisfaction and hence poor productivity among the teachers in this county. Social rewards may not mean money but even verbal comments” (EO1).*

On the other side, the TSC officers had no different opinions from their counterparts. One officer was quick to say,

*“Nowadays is not like the past days when some of us were in school. No doubt these social rewards can motivate teachers immensely and cause better results among the students. Lack of social rewards on the other hand, may cause issues such as low job satisfaction. Once teachers are not motivated, they produce less” (TSC1).*

The other indicator was in the provision of material rewards to the teachers. This did not seem to work well among the schools investigated. The education officers were not happy with the level to which this indicator was achieved. One of them observed,

*“These are tangible things which teachers can enjoy from the principals. Once teachers produce good results in the national exams such as the Kenya Certificate of Secondary Education, they should be recognized by being given material rewards which may cause high job satisfaction and hence, better teacher productivity” (EO2).*

On the side of the TSC officers, this did not work well with them too. Material rewards were rare in the study county. One officer explained,

*“The prize giving days are conducted but not as often as they used to be in the past when some of us were beginning to work. Only a few schools do recognize the good work done by their teachers. The schools should recognize their teachers by giving material rewards. This practice demotivates teachers and so, you find that they have low job satisfaction in the process. If we want good performance, we must reward teachers” (TSC2).*

The other indicator was extrinsic motivation. This was supposed to come from outside the teachers and not inside them like the intrinsic motivation. The education officers thought that the only known motivation was the monthly salary as one officer declared,

*“You talk of extrinsic motivation here; I think salary from the government through the TSC is the only thing I know here. I have not witnessed many schools appreciate their teachers with the exception of very few who normally do well in exams” (EO3).*

The TSC officers denied seeing any outside motivation for the teachers. Some thought that the teachers could think of intrinsic motivation since they were in position to control it. They could think intrinsically as one said,

*“You see here we are talking of extrinsic motivation. I have not witnessed this in my line of duty. I think the teachers employ intrinsic motivation to compensate for the extrinsic one” (TSC3).*

Regarding the issue of financial rewards, there was no evidence that they were seen significantly in the schools as they should have. One education officer had this to say,

*“It sounds impossible to give teachers rewards that are financial or monetary. It has been always difficult to cater for a vote head for money that should be rewarded to the teachers. In my experience, it has not happened, but some few schools recognize their teachers verbally which may not be as strong as giving something tangible” (EO4).*

Financial rewards could not be seen amongst the TSC officers. Only a few leading schools in the county could afford to give handouts to their teachers as one officer had this observation,

*“I have witnessed very few schools give monetary rewards to their teachers. These are the few schools which perform well at the KCSE exams. For instance, if a teacher has 5 As in his/her subject, the reward may be one thousand Kenya shillings which sounds low. This is the much I have witnessed since I was posted here in this sub county” (TSC4).*

Thus, the principals' motivational strategies did not seem to be seen among the public secondary schools in Machakos County where this study was conducted. It is recommended that all sorts of motivational strategies could be employed for better job satisfaction, hence better teacher productivity. The principals must know that teachers without proper motivation may not do their best.

The above information and findings were echoed in other studies on the same subject. One study was that of Lethoko (2015) who carried an investigation in Pretoria Region in the Republic of South Africa. It was found that the principals should know how to motivate their teachers for better productivity. They can, for example, check work in the classrooms by walking around. It was established that hands-on teachers were inspired by the efforts their heads were putting into their work. The study found that the teacher motivation in young nations painted a miserable image of declining motivation levels amongst public secondary school teachers. Nevertheless, this condition varied from nation to nation. It was noted that various nations could face specific teacher motivation fears, as others may not face such.

## 5. Conclusion and Recommendations

The researcher made conclusions that were based on the research findings. This included looking into the indicators of both independent and dependent variables. This is shown below for each objective of the study analyzed.

### 5.1 Conclusion

From the findings in this objective, some conclusions were arrived at addressing each indicator of the objective. This study concluded that the provision of social rewards was not done satisfactorily and thus, there was a need to improve on this. The indicator was not found significantly. Provision of materials rewards had to be enhanced for better productivity. Extrinsic motivation needed to be better. Provision of financial rewards could have been enhanced. The participants could not find these indicators. The conclusion was that the objective indicators were comparatively missing and so, the objective was not achieved. This means there is need to adjust the situations in schools by providing motivational strategies if better teacher productivity was going to be achieved among the schools.

### 5.2 Recommendations

Based on the findings of this study, the following recommendations were made:

The Ministry of Education should provide refresher training for secondary school principals on human relations so as to improve teacher productivity. It is critical for education stakeholders such as the BoMs and the PTAs in the public secondary schools to provide funds to enable motivation to teachers to enable better

results. The principals should motivate teachers by developing them professionally, caring for their welfare and proper communication. The boards of management should budget for funds to enable motivation of teachers in the schools. An examination of the challenges facing schools in promoting teacher productivity in schools in Kenya is necessary.

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