



Original Article

## Principal's Teacher Reward Strategies on Teacher Performance in Public Secondary Schools in Mumias East Sub-County, Kenya

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(Tpad) Scores.*

This study unearths how school principals' teacher reward strategies influence teacher performance in public secondary schools in Mumias East, following variations in teacher performances. That was accruing to the fact that there was global deterioration in teacher performance, and so was the case with Mumias East Sub-County, Kenya. The study applied a mixed methodology study design that utilized numerical measures and in-depth explorations in data collection. The measures of central tendency, comprising averages, percentiles, and Measures of dispersion comprising standard deviation were used. Also, a correlational approach, specifically, linear regression analysis was used. The study established that various reward strategies used by the principals yielded varied teacher performances. For instance, the correlations yielded varied adjusted  $R^2 = 0.840032$ , at  $F = 1.68E-91$ ,  $p = 2.5E-195$ , and  $t = 106.0108$  against teacher lesson attendance and recovery, adjusted  $R^2 = 0.954852$ , at  $F = 7.4E-154$ ,  $p = 4.61E-95$  and  $t = 35.68653$  with students Mean scores, and adjusted  $R^2 = 0.749565$ , at  $F = 2.09E-69$ ,  $p = 2.3E-173$ , and  $t = 84.36494$ , with TPAD scores. Also, from the measures of central tendency, it was concluded that the principals' reward system was crucial in determining the teacher's performance; hence, a proper blend of the various rewards was urgent to realize optimum teacher performance. Earlier studies featured in the introduction had also made critical advancements in the various rewards and how they would impact teacher performance. Therefore, the findings of this study help solidify the earlier findings and offer a comprehensive teacher reward system that can be utilized specifically by school principals.

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## INTRODUCTION

The Study on principal reward strategies for teacher performance was handy because of the different prevailing levels of achievement of educational goals in various institutions of learning offering basic education, especially secondary education, as reflected in the mean scores of Kakamega county schools (Too, 2019). Significant variations in the achievements of educational goals happen even in the cases where there is a similar prior academic performance of students in Kenya certificate of primary education (KCPE) and similar resource inputs within the schools, where the government pays for all student's tuition fees.

Regarding the same, Horvath (2015) avers that there are variations in K-12 students' mean scores in the same grades due to different teacher value addition. That implies that students in the same school environment with prior similar academic scores under the instruction of different teachers would yield varied scores because of the teacher differences. Therefore, it is plausible that almost everything responsible for the varied teacher performance is within the school's management to motivate teachers.

Nonetheless, School principals are academic leaders within their institutions with the mandate to enhance the professional development of teachers (Ullah, et al., 2021). A survey from Wallace Foundation revealed that school principals are the

most determinant personnel in schools and they are key to the quality of teachers (Grand Canyon University, 2022). Therefore, it implies that the quality and performance of teachers are fully pegged upon the performance of the principals. However, what is the state of teacher performance?

### Global state of Teacher Performance

Fitria et al. (2017) defines teacher performance as the results that a teacher achieves after timely and successful performance of the assigned teaching duties by maximum capitalization on skill level and experience. High-performing teachers impact the teaching and learning processes, eventually translating to higher quality and quantity output. As an implication, high teacher performance is critical in achieving educational goals. It is even more crucial with the growing international demand for higher human resources standards that should result from the learning process. Along similar lines, Rivai et al. (2019) propound the view that students' output depends on the teacher factors since teachers are the intermediate facilitators of the learning process and learners' transformation process. Also, Roser (2017) professes that schools' injection of high-quality performing teachers leads to improved student results. As such, it is necessary to review the performance of teachers basing on the students mean scores, their TPAD scores and their lesson attendance and recovery which are presumed to be the key teacher performance evaluation tools.

**Teacher Lesson Attendance and Recovery**

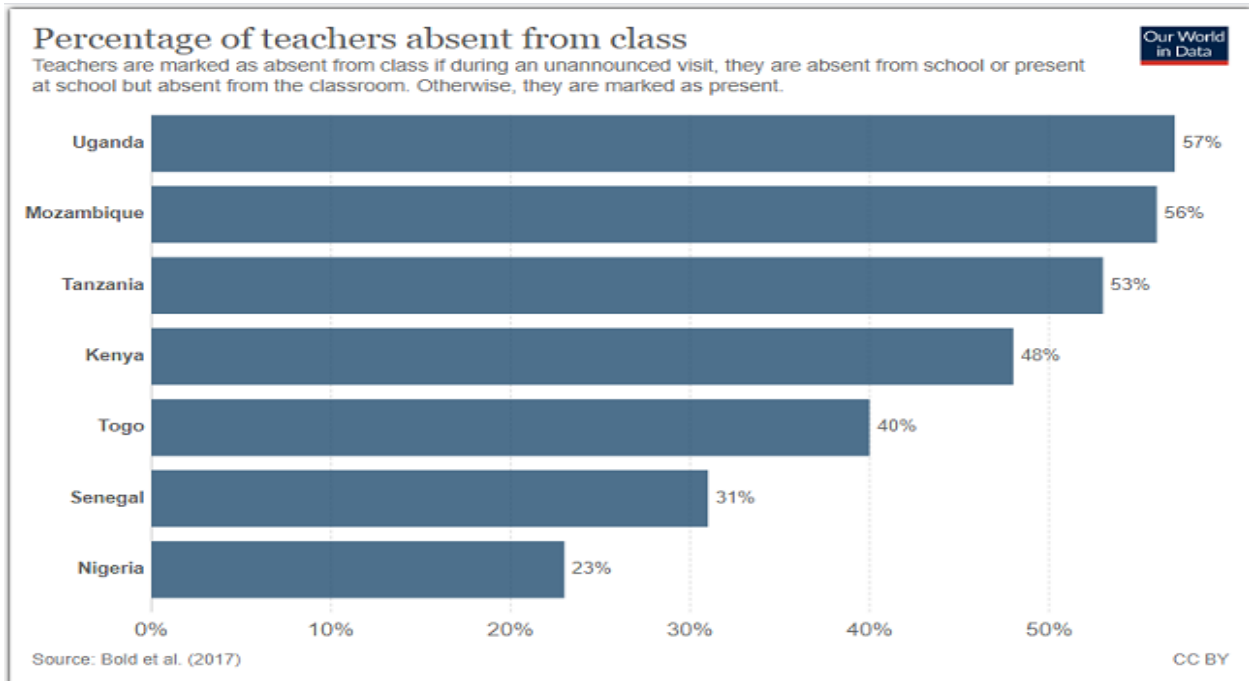
What is the state of teacher lesson attendance and recovery? In pursuit to answer this question, it was noted that there are unique trends with teacher performance from the most developed countries, developing countries to the least developed countries.

For instance, in the United States of America (USA), there seems to be a higher teacher-school attendance rate of 94%, where teachers on overall miss 11 school days out of 186 school days as per the 2012 – 2013 statistics (Joseph et al., 2014). Furthermore, 16 percent of teachers are chronically absent since they record over 18 missed school days. Even though the attendance rate in the USA seems to be extremely high, where only 6% of school days are missed, and only 16% of teachers are chronically absent, the rate is still significant enough to impact the achievement of the goals of education. According to an earlier report, student

achievement is affected when a teacher misses ten school days (Joseph et al., 2014).

Also, there are even more overwhelming concerns over teacher performance, especially teacher absenteeism from school and in class in Africa. According to Bold et al. (2017), as cited in Roser (2017), about half of teachers (45%) in Mozambique, more than a quarter (28%) in Uganda, nearly a quarter (23%) in Tanzania, and Togo are absent from school on each school day. In Kenyan, teachers record the least absenteeism rate from schools on each school day at 15%, which is still high in global scene. The case is even worse with the absentee rate from class in all African countries, where more than a quarter of teachers miss lessons regardless of being in school. Worse still, more than half of teachers who are present in schools on each school day do not attend classes in Uganda (57%), Mozambique (56%), and Tanzania (53%) (Roser, 2017). *Figure 1* show a more detailed report of the teacher's school and lesson attendance.

**Figure 1: Percentage of Teachers Absent from Class**



**Source:** Bold et al. (2017), as cited in Roser (2017)

The situation is similar in Kenya. Even though Kenya has the least teacher absenteeism rate from

schools (15%), about half (48%) of the teachers who go to schools do not attend their lessons (Roser,

2017). More reports give more compelling facts about the teacher attendance rate in Kenya. In reference to Price et al. (2019), Embu County in Kenya has a combined school and class absenteeism rate of 37%, close to the Kenya-wide estimates of 42% by the SDI Report of 2013.

### ***Teacher Performance and Appraisal Standards (TPAD) Scores***

The Teacher Performance and Appraisal Standards (TPAD) outline an individual's professional functions, which revolve around subject-specific and involvement in co-curricular activities. In Australia, Elliot (2015) examined Value-Added Measures (VAM), which compared the teachers' appraisal scores against student's outcomes as in various studies and revealed a slight difference in the value addition. In Kenya, Research in Baringo North indicates a constant positive increment in TPAD scores from 2016 to 2018, where the scores were MN= 75.91 with SD= 9.52, MS= 76.41 with SD=8.92, and MS= 77.13 with SD= 8.84 in 2016, 2017 and 2018, respectively (Odunga et al., 2020). The positive deviation is an indicator of growing teacher performance. Nevertheless, they are yet to grow to the maximum expected levels.

### ***Students Mean Scores***

Students' summative assessment involves awarding of grades and scores to students in various areas of instruction. The results of the various summative test across the globe and in Kenya features in this section with reference to national and international standards.

Although many sources argue against using student's test performance as a measure of teacher performance, some studies indicate that the average student's test performance is correlational to teacher performance, as shown earlier (Roser, 2017; Rivai et al., 2019). However, looking at the growing crisis of average student performance, it is even more necessary to relook at teacher performance with keener interest. Point in case, the result for Math exams in the 2015 National Assessment of Educational Progress (NAEP) test showed that eighth-graders in America had worse performances in the five years record (Barshay, 2017). America's performance also dropped in the 2015 Program for International Student Assessment (PISA). Worse still, American students ranked 15 out of 58 participating countries in Progress in International Reading Literacy Study (PIRLS) (Barshay, 2017). In summary, the available evidence suggests that students' mean scores in the USA are deteriorating, yet that is one of the measures of teachers' performance.

Regarding the student's average scores in Kenya, Kenya Certificate of Secondary Education (KCSE) mean scores for schools in Kathiani Sub-County for 2012-2016 were below 4.5 out of the maximum 12, apart from four schools with a mean score above 4.5. The overall mean score for the Sub-County between 2012 and 2016 was 4.144, 4.070, 4.750, 4.874, and 3.151, consecutively (Mutindi, 2018). Also, the 2019 KCSE results for top schools in Kakamega County below show that the academic performance is still lower than the standard mark.

**Table 1: KCSE results for top schools in Kakamega county for the examination of 2019**

School Position in the County	Schools Average Scores in KCSE	
	Mean Score	Mean Grade
1	7.7	B-
2	7.508	B-
3	7.652	C+
4	7.322	C+
5	7.19	C+
Average scores	74744	C+

**Source:** Too (2019)

The highest academic score expected for secondary schools in Kenya is 12.0, with a mean grade of A. However, the scores of the top schools in the county fall way below expectations. As a response, Kakamega county leaders converged in a crisis meeting at Nairobi to discuss the low KCSE results of 2018, where only one student scored an A in the county (Too, 2019).

## LITERATURE REVIEW

There exists research and proof that school principals have the mandate to oversee the teachers in the schools, to make them more productive, and to help achieve the goals of education within the schools (Dowd, 2018). The productivity of the teachers, which is a measure of performance, largely depends upon the principals' actions to motivate teachers. The literature reviewed in this section bases upon the principal's strategies for reward through incentives and promotion mentorship and how they impact teacher performance.

### *Teacher Reward Strategies*

A reward is anything valuable to employees or subordinates upon completing a task for motivational purposes. In the words of Armstrong and Taylor (2014b), as cited in Haider et al. (2015), rewards management includes all the strategies, processes, and policies for a given institution that aim to safeguard and value human personnel and their efforts at the various positions within an organization. Therefore, rewards management is crucial to all institutions, including schools, and should be extended to all valuable employees like teachers to enhance their efforts. The concept of reward is under study, and so much research features the same.

In an empirical study, Riasat et al. (2016) aver that intrinsic rewards and extrinsic rewards affect job satisfaction and job performance at ( $b= 0.398$ ,  $b=0.314$ ,  $p<0.05$ ) and ( $b=0.39$ ,  $b=0.387$ ,  $p<0.05$ ) respectively. The study utilized empirical data from

questionnaires organized in numerical values before correlation analysis using the chi-square method. Based on this study in Malaysia, there is more support to claim that rewards affect general employee job satisfaction and performance. Would it yield similarly impact on teacher performance if the study was repeated in Mumias East Kenya? This research was done to confirm and ascertain the claim.

Furthermore, using a descriptive study design, Kiprop (2018) sought to establish the effect of basic salary, overtime payment, cash for scores, and work environment on the teacher's performance. The critical research instrument was questionnaires, and the key analysis tool was the regression model. It was established in the research that most teachers' respondents disagreed that a basic salary is sufficient. However, the majority agreed it was a motivating factor that improved teachers' commitment to their duties and satisfaction levels. Regarding cash for scores, the research established that most teachers were eligible for the same, and its application improved the students' scores. Furthermore, it was confirmed that most teachers received recognition upon attainment of students' exemplary performances, which extended to treats and come-together. The research established a positive correlation between overtime payment, cash for scores, work environment, and teacher performance.

Another study conducted in Nyamira South Sub-County in Kenya to establish the Influence of Teacher Motivation on the Academic Performance of Pupils in Primary Schools confirmed that there is a significant positive correlation at  $r= .439$   $p= .000 < .05$  using the Pearson Product Moment Correlation Coefficient (Nyakundi et al., 2019). The research employed a mixed-method approach where interviews and questionnaires were data collection instruments, and teachers and head teachers were the sample space. Also, findings indicate that the headteachers employed varied motivational methods, but the most predominant method was



awards and prizes (50.0%), followed by meals and refreshments (21.4%) (Nyakundi et al., 2019).

Haider et al. (2015) explore rewards and job performance research by sampling secondary sources. All the sources indicated a correlation between job performance and rewards. When comparing all the possible rewards, financial rewards were established to be more determining in encouraging and reinforcing employee behaviour. The research indicates that compensation was the least influential in determining job satisfaction and turnover rates. It yields a negative correlation when tested in the majority of the studies.

## **METHODOLOGY AND RESEARCH DESIGN**

The research adopted a mixed methodology that utilized qualitative and quantitative measures. The quantitative measures allow comparing the independent and dependent variables by relying on quantifiable numerical evidence. On the other hand, the qualitative approaches utilized in-depth explorations of the variables. The mixed method was the most appropriate for this type of research because it allowed for Synergistic data utilization before arriving at conclusions. Notably, the research's qualitative and quantitative data comprised primary and secondary data.

In this mixed research, there was an adoption of a cross-sectional descriptive study design. The design was to help establish the influence of the principal's teacher reward strategies on teacher performance at a specific time by gathering various data organized numerically and thematically. The research used various tools of data collection that were applied to a section of people from the target population in Mumias East, Kakamega county. The various population parameters comprised 1 Sub-County director, 1 Quality assurance officer, 27 Principals,

237 Teachers, 1860 male Students, and 1870 female students. Therefore, this research utilized measurable and in-depth data about independent and dependent variables through a multi-comparison of each variable's data from multiple population parameters. The instruments used for data collection comprised of sampling secondary data, individual in-person interviews with Sub-County directors, quality assurance officers and principals, student questionnaires, and teacher questionnaires. Also, there was separate data organization about the principal's reward strategies and all dependent variables (teacher's lesson attendance, TPAD scores, and students' mean scores). Correlational analysis, specifically linear regression, was the key tool utilized alongside the averages, percentiles, and standard deviations. Adopting this research design gave details about the nature and extent of the relationship between the variables in consideration (Akhtar, 2016).

## **RESEARCH FINDINGS**

The study sought to establish the impact of reward strategies on teacher performance aspects comprising lesson attendance and recovery, mean grades achieved, and scores on teacher appraisal from various respondents. Below are the general findings from all respondents.

### **Types of Rewards and Recognition that Teachers Receive**

The study sought the teacher's views on the types and extent of use of rewards by the principals in their schools. Also, the study required the teachers to list the various reward strategies, especially types of recognition and incentives and Promotion mentorship programs that affect their performances. The following was established in the research.

**Table 2: Types of rewards and recognition that teachers receive**

The Rewards and Incentives That Teachers Receive	% of Teachers who get Rewards			
	Extra County Schools	County Schools	Sub-County Schools	Overall Percentage
Teachers meals	70.00	48.57	24.00	43.48
Teachers Transport facilitation	70.00	42.86	22.00	40.87
Vacations	80.00	62.86	6.00	42.61
Housing	50.00	22.86	3.00	21.30
Material Gifts like financial rewards	43.33	28.57	2.00	20.87
Administration positions in schools	5.00	14.29	4.00	7.39
Provisions of necessary teaching materials	50.00	37.14	12.00	29.57
Praising teachers	23.33	28.57	3.00	16.09
Defending teachers	3.33	5.71	1.00	3.04
Principal's availability for teachers	8.33	11.42	3.00	6.96
Teacher's Inclusion in decision making	16.67	14.29	6.00	11.30

Almost all the teachers acknowledged receiving rewards and recognition from their principals. However, the type of rewards accorded to teachers varies with specific teachers. About three-quarters (80%) of teachers in extra-county schools in Mumias east are treated to vacations. Also, nearly three-quarters (70%) are given free meals in schools and transport facilitation in the same extra county schools. However, the number drops drastically with county and sub-county schools. Most teachers are treated to vacations in county schools at 62.86%, followed by free meals at 48.57%. In sub-county schools, only 6% and 24% are treated to holidays and free meals, respectively. It can also be noted that whereas more than half of teachers in extra-county schools received rewards and recognitions, less than half of teachers in county and sub-county schools acknowledged getting the various rewards.

In the sub-county schools, most teachers are treated to free meals as the primary type of reward.

However, the percentage that receives free meals is less than a quarter (24%). Furthermore, less than a quarter of teachers in sub-county schools are getting rewards and recognition. Also, less than half of all teachers get a particular type of reward and recognition. The least of all the strategies for reward and recognition is Principals' availability for teachers, where only 6% of teachers acknowledge being recognized. Based on the number of teachers that receive rewards and recognition, it can be noted that teachers in sub-county schools are the least rewarded and recognized.

### Impact of Reward Strategies

#### *Teachers' Views*

When the various rewards teachers receive are clustered in the two broad categories of recognition and incentives and promotion, the teacher's view of their impacts on their performance is in the *Table 3* below.

**Table 3: Analysis of teachers' views about the impact of each reward strategy on their performance**

Reward strategies from school principals	Extend of Impact on Teacher Performance					Mean	Std dev
	VI (%)	I (%)	AI (%)	LI (%)	NI (%)		
<b>Lesson attendance and recovery</b>							
Recognition and incentives	60.87	26.09	8.70	4.35	0	4.43	0.0545
Promotion mentorship	27.83	23.91	26.09	13.91	8.26	3.49	0.0831
<b>Students' Mean grades recorded</b>							
Recognition and incentives	68.70	30.43	0.87	0	0	4.68	0.0321
Promotion mentorship	21.74	25.65	30.43	12.17	10	3.37	0.0817
<b>Overall TPAD scores</b>							
Recognition and incentives	58.26	37.39	2.17	2.17	0	4.52	0.0430
Promotion mentorship	36.09	34.78	26.96	2.17	0	4.04	0.0558

*Key: VI = Very Impacting, I = Impacting, AI = Averagely Impacting; LI = Least Impacting; NI = Not Impacting*

Most teachers (60.87%) believe that principals' recognition and incentive are more crucial in determining their lesson attendance. None of the teachers believes that recognition does not impact teacher lesson attendance. On the other hand, about a quarter of most teachers (27.83%) think that promotion mentorship affects their lesson attendance. However, at a mean of 4.43 and 3.49 out of the 5 for recognition and incentives and promotions mentorship, respectively, it is clear that most teachers believe that it impacts their lesson attendance.

Regarding students' mean scores, about three-quarters (68.70%) of teachers believe that recognition and incentives are more impacting. Generally, the average of teachers' beliefs about the impact of recognition and incentives is at 4.68, denoting that most teachers believe it is significantly impacting. Furthermore, none of the teachers believe it is lowly impacting or not impacting, indicating that rewards and recognition are essential in determining the learners' outcome. On the other hand, most teachers (30%), with an

average score of 3.37, believe that promotion mentorship averagely impacts students mean scores. Therefore, though the factor affects students' mean grades, its impact is low.

Considering the teacher's lesson observation and overall TPAD, most teachers (58.26%) believe that getting recognition and incentives would impact their TPAD and lesson observation scores. Also, all teachers believe that their TPAD scores are affected by recognition and incentives. Similarly, all teachers believe that promotion mentorship affects their TPAD scores, and most (36.09%) feel it impacts TPAD scores extensively.

Assuming natural grounds, it is evident that teachers believe recognition and incentives affect their performance more than the promotion mentorship.

#### ***Principals' View***

Interviews with the principals revealed that at least each principal was offering a reward to teachers. The following were established as rewards that principals use on their teachers.



**Table 4: Principals' view of the influence of reward strategies on teacher performance**

The Rewards and Incentives that Teachers Receive	% of principals who offer reward	Average rating on principals thought about the effect of rewards on teacher performance		
		Lesson attendance	Student mean grade achieved	Overall TPAD scores
Providing Teachers with meals	92%	2.9	2.5	2.6
Teachers Transport facilitation	24%	2.9	2.5	2.3
Offering Trips and vacations	12%	2.7	2.7	3.0
Housing teachers in schools	40%	2.5	2.5	2.3
Giving financial rewards	72%	2.7	2.6	2.4
Internal promotion of teachers	80%	2.4	2.6	2.3
Availing teaching resources	16%	2.9	2.8	2.3
Praising teachers in annual meetings	28%	2.7	2.6	2.1
Inclusivity of teachers in decision making	8%	2.0	2.5	2.0
Establishing a good relationship with the teachers	4%	3.0	3.0	2.0

From the findings, almost all principals (92%) mentioned that they provide meals to teachers and offer internal promotions (80%) as critical rewards for their excellent work. Invariably, the meals are provided as everyday meals for teachers and come together ceremonies done in schools or reserved places. On the other hand, hardworking teachers are promoted to positions like the director of studies (DOS) and heads of departments (HODS), which come with some allowances. Also, 72% of principals give financial rewards to their teachers. Most principals attach fixed financial rewards to each quality grade that a student under a particular teacher's instruction attains in KCSE. Most principals give as high as 5 000 to the least 200 Kenyan shillings. Other types of rewards mentioned had the least number of principals, less than 50 %, with the least used reward being the creation of good relationships at 4%.

Furthermore, most principals believed their reward systems were sufficient to motivate teachers to perform better. On a scale of 1-3, where three represent highly impacting, two moderately impacting, and one mildly impacting, the principals scored an average of 2.7, which is close to highly impacting. The financial reward attached to quality grades C+ and above would compel teachers to work extra hours, offer special treatment to

individual learners, attend all the lessons, and recover missed classes. Principals also highlighted that giving meals to teachers in schools was one way to keep teachers in school for a longer time, increasing teacher-student contact hours that eventually affect the quality of grades that the teachers achieve.

#### *Sub-County Director of Education (SCDE) and Quality Assurance Officers' (QASO) Views*

An interview with the SCDE and QASO revealed that most principals offer rewards in various forms within the Mumias East constituency. Although recognizing the cost implications and the constrained resources, they unanimously agreed to witness internal promotions, seminars, come together, free meals to teachers, and recognition of teachers among most schools.

Although the principals offer rewards, more than the rewards currently offered is needed, and a reduction in inconsistent rewarding required. Otherwise, the current reward does not yield the maximum desired results among the teachers. For instance, teacher vacations may happen if the parents willingly sponsor the teachers and last for the shortest agreed time. Also, the free meals are offered courtesy of the Board of Management (BOM) of the school, who agrees to give a specified amount towards the same

from other financial vote heads. With the changing management, inconsistencies and uncertainties exist regarding the quality and quantity of teachers' meals.

The SCDE and QASO also revealed that the teacher's seminars were offered to the lowest. Only a few principals embrace them in their schools. Likewise, most of the school principals should have considered availing the teaching and learning resources to the level demanded by teachers. That is because teaching and learning resources are fundamental rewards for motivating teachers to do their best.

Even though the SCDE and quality assurance officers emphasize the types of rewards and recognition and their importance, they acknowledge that a lot more has to be done to make the reward

more defined and practiced by all principals. They are motivating factors that increase teachers' self-efficacy, lesson attendance, students' mean scores, and TPAD scores. However, the SCDE and QASO highlighted that the most affected aspect of teacher performance is lesson attendance and recovery. Also, they noted that teachers need more recognition and incentives than the promotion mentorship since the latter may only affect the performance of only a few teachers, yet the earlier applies to all teachers.

**Students Report About Teacher Performance in Schools with Principals' Rewards**

In schools where principals acknowledged offering various rewards and recognitions, the students ranking of their teacher's lesson attendance was organized and reported in the *Table 5* below.

**Table 5: Teacher lesson attendance and recovery in schools with principals' reward strategies**

Reward strategies from school principals	Students Report About Teacher Lesson Attendance						
	VG (%)	G (%)	AV (%)	L (%)	EL (%)	Mean	Std Dev
Providing Teachers with meals	52.96	19.05	14.91	11.78	1.30	4.6	0.7609
Teachers Transport facilitation	74.44	13.03	9.68	2.85	0	4.8	0.4306
Offering Trips and vacations	60	19.11	10.67	8	2.22	4.9	0.3706
Housing teachers in schools	77.47	15.78	5.07	1.41	0.28	4.9	0.3131
Giving financial rewards	49.25	28.36	13.21	7.99	1.19	4.6	0.7865
Internal promotion of teachers	40.87	32.70	19.39	6.52	0.52	4.6	0.7609
Availing teaching resources	25	23	36.67	12	3.33	4.7	0.5162
Praising teachers in annual meetings	32.25	21.27	18.04	11.27	17.16	3.7	1.1712
Inclusivity of teachers in decision making	21.33	23.33	31.33	20.67	3.33	3.5	1.2060
Establishing a good relationship with the teachers	28.57	18.57	26.43	16.43	10	4.9	0.2329

*Key: VG – Very Good = 5; G – Good = 4; AV – Average = 3; L – Low = 2; EL – Extremely Low = 1*

The data suggest that teachers' lesson attendance in Mumias East constituency for schools with reward strategies is above average since all the mean is above 3. However, narrowing down to schools with particular teacher reward strategies, the data yields variations, and unique trends. For instance, the highest lesson attendance and recovery are recorded in schools where principals Offer Trips and vacations, Establish a good relationship with the teachers, and House teachers in schools. The

student's rating was an average of 4.9, which is very good. Conversely, the worst teacher lesson attendance and recovery exist in schools with inclusivity of teachers in decision-making.

Furthermore, there are noteworthy trends in the student's ratings of teachers' lesson attendance and recovery under each category in schools with various reward factors. The highest rating, which is excellent lesson attendance and recovery, was

recorded in schools that house teachers (77.47%), followed by the schools which offer transport facilitation to teachers (74.44%), and in the third position were schools Offering Trips and vacations (60%). Also, there are no extreme cases of low lesson attendance in schools that offer transport to teachers, only 0.28% in schools that house teachers, and 2.22% in schools that provide vacation and trips. The statistics can be interpreted to imply that housing teachers and giving transport boost teachers' lesson attendance and recovery.

Notably, praising teachers does not impact teacher lesson attendance and recovery since students' ratings of their teacher's lesson recovery had the highest percentage of extremely low cases at 17.16%. On these grounds, it can be argue that mere praises are a less motivating form of reward, just like the inclusivity of teachers in decision-making, which was at the lowest mean score.

**Table 6: Students' reports about their mean grades for recent three examinations in schools with teacher reward strategies**

Reward Strategies from School Principals	Percentage of Students' Average Mean Grades in Past Three Examinations													
	A	A-	B+	B	B-	C+	∑ (A - C+)	C	C-	D+	D	D-	E	
Providing Teachers with meals	0.24	1.39	1.78	6.04	6.51	11.30	27.26	9.23	14.56	16.15	12.49	13.40	6.92	
Teachers Transport facilitation	1	2.5	2.75	17.25	12.25	6.5	42.25	12.5	13.25	27.88	0.75	2.75	0.63	
Offering Trips and vacations	1.78	6.22	4.67	4.67	14.22	22.22	53.78	11.56	12.89	12.67	6.67	2.22	0.22	
Housing teachers in schools	0.35	2.89	3.24	15.77	15.49	11.06	48.8	10.49	11.13	22.18	2.39	4.15	0.85	
Giving financial rewards	0.26	1.04	1.64	3.73	7.69	5.56	19.92	5.15	8.96	29.10	17.01	14.33	5.52	
Internal promotion of teachers	0.22	1	2.43	4.43	7.83	9.13	25.04	9.04	14	10.65	15.39	16.30	9.57	
Availing teaching resources	0.67	2	2.5	7.67	10.667	8.83	32.337	14.33	12	11.67	15.83	5.33	8.5	
Praising teachers in annual meetings	0.39	0.98	2.25	2.45	7.84	7.25	21.16	9.22	12.16	15.49	12.94	15.29	13.73	
Inclusivity of teachers in decision making	2	2.33	2.67	5.33	6.67	9.33	28.33	10	9.67	13.33	15	14.33	9.33	
Establishing a good relationship with the teachers	3.57	5	7.14	5.71	10.71	13.57	45.7	10	12.86	10.71	6.43	7.14	7.14	

*Key: Where grades were awarded in the following system based on the student's mean scores: A = 11.45-12.0, A- = 10.45-11.44, B+ = 9.45-10.44, B = 8.45-9.44, B- = 7.45-8.44, C+ = 6.45-7.44, C = 5.45-6.44, C- = 4.45-5.44, D+ = 3.45-4.44, D = 2.45-3.44, D- = 1.45-2.44, E = 1 - 1.44*

The data suggests that the quality and number of quality grades vary from one school to another based on the type of reward the principals offer. For instance, the highest number of quality grades, C+ and above, were recorded in schools where principals offer trips and vacations to the teacher at 53.78%. This was followed closely by 48.8% quality grades in schools that house teachers, 45.7% in schools where principals strive to create a good relationship with teachers, and 42.25% in schools offering transport facilitation to teachers.

The lowest quality grades were recorded in schools where principals offered financial rewards at 19.92%, at 21.16% where principals praised teachers, and at 27.26% in schools offering free meals. Also, the highest percentage of E's, the lowest grades, are in schools where principals praise teachers at 13.73%, followed by 9.57% in schools

offering an internal promotion to teachers and 9.33% in schools with inclusivity of teachers in decision-making.

**Table 7: Analysis of student reports about teacher's lesson observation in their schools with teacher reward strategies**

Teacher Reward Strategies	Students Report About Teacher Lesson Observation				
	OY (%)	OT (%)	OM (%)	TM (%)	ATT (%)
Providing Teachers with meals	0	52.93	18.75	8.81	19.55
Teachers Transport facilitation	0	76.83	9.22	1.54	12.41
Offering Trips and vacations	0	41.33	17.33	21.33	20
Housing teachers in schools	0	24.93	40.28	18.31	16.48
Giving financial rewards	0	31.37	38.02	28.41	2.20
Internal promotion of teachers	0	39.56	16.64	20.52	23.28
Availing teaching resources	0	73	16.67	0.33	10
Praising teachers in annual meetings	0	46.09	17.84	9.90	26.18
Inclusivity of teachers in decision making	0	34.67	31.33	17.33	16.67
Establishing a good relationship with the teachers	0	37.14	25	16.43	21.43

*Key: OY = once a year; OT = once a term; OM = once a month, TM = twice a month, ATT = At least twice a term*

About the Teachers service commission (TSC) code of Regulations for Teachers (2015), termly lesson observation is a mandatory obligation. However, the frequency of lesson observation varies from school to school, just as the rewards that teachers are given. In schools where teachers are given transport facilitation, the highest number of teachers (76.83%) undergo lesson observation just once a term, followed by those receiving teaching resources (73%), and lastly, in schools where teachers are given meals (52.93%). The highest percentage of teachers observed at least twice a term were from schools where principals praise teachers (26.18%), offer internal promotions (23.28%), and in schools giving trips and vacations (20%) (see *table 7*).

Furthermore, most teachers were observed at least once a month in schools that house teachers (40.28%), give financial rewards (38.02%), and include teachers in decision-making (31.33%) (see *Table 7*). regarding the teachers observed more than once a month, the schools where principals offer financial rewards had highest TPAD scores, followed by those offering trips and vacations and lastly, those offering an internal promotion of teachers. Weerakoon (2017) takes a middle-ground position on teacher lesson observation and argues

that increased frequency implies increased teacher performance, self-efficacy, and improved relationships, which eventually affect the teacher's performance. In this case, schools with principals' provisions for housing teachers, giving financial rewards, inclusivity of teachers in decision-making, and vacations are likely to have more lesson observation and higher teacher performance in TPAD.

### Secondary Data About Teacher Performance in Schools with Principal Reward Strategies

When data from the past KCSE were analysed, it was evident that the schools which house teachers recorded the highest average student score of 7.8, which is a mean grade of B-. The same schools had an average lesson attendance of 88%, the second-highest lesson recovery of 96%, and the highest TPAD scores of 82% (see *table 8*). Therefore, housing teachers is the greatest motivating reward from principals to teachers. Also, the best teacher performance was recorded in schools offering transport facilitation and vacations, with the highest percentages in teacher performance aspects and student mean scores. Principal's availability for teachers and defending teachers is the least motivating reward that principals offer their teachers.



**Table 8: Report on the findings from past KCSE performance**

Type of Reward for Teachers	Average Schools Mean scores in KCSE (Out of 12)	Average Teacher Lesson Attendance (%)	Average Lesson Recovery (%)	Average TPAD Scores (%)
Teachers' meals	5.6	68	78	76
Teachers Transport facilitation	7.2	82	90	80
Vacations	6	76	96	76
Housing	7.8	88	94	82
Material Gifts like financial rewards	5.6	64	82	74
Administration positions in schools	3.5	70	76	68
Provisions of necessary teaching materials	4.7	72	68	72
Praising teachers	3.6	64	78	70
Defending teachers	3.4	62	44	66
Principals' availability for teachers	3.4	67	86	71
Teacher's Inclusion in decision making	4.8	72	84	75

**Source:** Mumias East Sub-County Director Office of Education (2022)

### Correlational Analysis of Teacher Reward Strategies Against Teacher Performance Aspects

There is a very high correlation between incentives and promotion mentorship to teachers with the teacher lesson attendance and recovery (Adjusted  $R^2= 0.840032$  at  $F=1.68E-9$ ,  $p=2.5E-195$ , and  $t=106.0108$ ). The data indicate that an increase in the types of promotion mentorship and types of

incentives that teachers receive results in an addition of about 84% in teacher lesson attendance and recovery. Intercept coefficients show that the types of incentives received in an academic year affect teacher lesson attendance and recovery at coefficient= 4.941916 more than types of promotion mentorship received in an academic year at coefficient= 0.28066.

**Table 9: Regression analysis of reward strategies against lesson attendance and recovery**

Regression Statistics						
Multiple R	0.9173					
R Square	0.8414					
Adjusted R Square	0.8400					
Standard Error	3.8658					
Observations	230					
ANOVA						
	df	SS	MS	F	Sig. F	
Regression	2	18001.400	9000.699	602.267	0.000	
Residual	227	3392.449	14.945			
Total	229	21393.850				
Correlation						
	Coefficients	Std Error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	60.4270	0.5700	106.0108	0.0000	59.3038	61.5502

Types of promotion mentorship received in an academic year	-0.2807	0.3267	-0.8592	0.3911	-0.9243	0.3630
Types of Incentives received in an academic year	4.9419	0.1426	34.6531	0.0000	4.6609	5.2229

Also, the data shows a very high correlation between the types of incentives and promotion mentorship teachers receive with the students' mean scores in the KCSE examination at an extremely low standard error. (Adjusted  $R^2= 0.954852$  at  $F=7.4E-154$ ,  $p=4.61E-95$  and  $t=35.68653$ ). An increase in the promotion mentorship and the types

of incentives teachers receive results in a 95% increase in the student mean scores in KCSE examinations. Again, the types of incentives received in an academic year affect more on the students' mean scores at the coefficient of 0.917385 and types of promotion mentorship received at the coefficient of 0.0380.

**Table 10: Regression analysis of reward strategies against the student's mean scores**

Regression Statistics						
Multiple R	0.9774					
R Square	0.9552					
Adjusted R Square	0.9549					
Standard Error	0.3580					
Observations	230					
ANOVA						
	df	SS	MS	F	Significance F	
Regression	2	620.814	310.407	2422.596	0.000	
Residual	227	29.085	0.128			
Total	229	649.899				
Correlation						
	Coefficients	Std Error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	1.884	0.053	35.687	0.000	1.780	1.988
Types of promotion mentorship received in an academic year	-0.038	0.030	-1.257	0.210	-0.098	0.022
Types of Incentives received in an academic year	0.917	0.013	69.473	0.000	0.891	0.943

Additionally, there is a very high correlation between the types of incentives and promotion mentorship that teachers receive with the TPAD scores of teachers (Adjusted  $R^2= 0.749565$  at  $F=2.09E-69$ ,  $p=2.3E-173$ , and  $t=84.36494$ ). That means an adjustment in the promotion mentorship and types of incentives that teachers receive results in a 75% increment in the TPAD scores. Similarly, Intercept coefficients show that types of incentives received affect teacher performance by 4.76344 while types of promotion mentorship received affect by 0.57332.

Assuming neutral grounds, the findings from this research confirm that reward strategies affect teacher performance. These findings are in agreement with prior research, including Riasat et al. (2016), Kiprop (2018), and Nyakundi et al. (2019). In addition to the findings, this research unveils that housing teachers, transport facilitation, and vacations are the top most rewards that affect teacher performance to the greatest extent.

**Table 11: Regression analysis of reward strategies against the TPAD scores**

Regression Statistics	
Multiple R	0.8670
R Square	0.7518
Adjusted R Square	0.7496
Standard Error	4.9268
Observations	230

ANOVA					
	Df	SS	MS	F	Significance F
Regression	2	16686.040	8343.020	343.705	0.000
Residual	227	5510.155	24.274		
Total	229	22196.200			

Correlation						
	Coefficients	Std Error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	61.287	0.726	84.365	0.000	59.856	62.718
Types of Promotion Mentorship Received in an Academic Year	-0.573	0.416	-1.377	0.170	-1.394	0.247
Types of Incentives Received in an Academic year	4.763	0.182	26.208	0.000	4.405	5.122

### Summary of the Findings

The data yielded by this research about rewards provide convincing evidence that TSC teachers in Mumias East are given various rewards in the form of recognition and incentives and promotion mentorship by their principals but in varying proportions. TSC teachers in the extra-county schools receive the most rewards, followed by teachers in the county and sub-county schools. The most common rewards in Mumias East are Teacher's meals, Teacher Transport facilitation, Vacations, Housing, and Material Gifts like financial rewards.

The rewards that teachers receive affect their performances to various extents. For instance, incentives and recognitions impact the teacher lesson attendance and recovery, student mean grades, and even TPAD scores more than the promotion mentorship. However, it is important to note that all the rewards factors affect the teacher's performance as reflected in the measures of central tendency about data gathered from SCDE, Quality assurance officers, principals, teachers, and students. Regression analysis further strengthened

it, which revealed a high correlation between the teacher's rewards and various performance aspects. The correlations yield were adjusted  $R^2= 0.840032$ , at  $F=1.68E-91$ ,  $p=2.5E-195$ , and  $t=106.0108$  against teacher lesson attendance and recovery, adjusted  $R^2= 0.954852$ , at  $F=7.4E-154$ ,  $p=4.61E-95$  and  $t=35.68653$  with students Mean scores, and adjusted  $R^2= 0.749565$ , at  $F=2.09E-69$ ,  $p=2.3E-173$ , and  $t=84.36494$ , with TPAD scores.

Therefore, it is essential to give attention to the various teacher reward strategies. Nevertheless, given that there are many rewards, this research revealed that housing teachers in schools, giving them the necessary transport facilitation, and treating teachers on vacation are the top three rewards that highly affect the teacher's efficacy and performance. That is established from the teacher's views and the secondary data about teacher performances in schools that offered these rewards. It should be noted that giving teachers meals in schools also contributes to high lesson attendance and recovery.

## CONCLUSION

The reward strategies used by the school principals determine the teacher's performance hence the teaching and learning outcome. Furthermore, the influence of reward strategies on teachers is extensively based on regression analysis, in-depth explorations, means, and percentiles. But some of the reward strategies had the greatest impacts on teachers. As such, the principals planning to reward teachers must consider the issues of housing teachers in schools and giving teachers transport facilitation, especially for attending programs that stretch beyond their working time. They should also treat teachers on vacations since they are factors that yield maximum teacher performance. But to increase lessons attendance and recovery, teachers should be treated to meals in their schools during working hours to keep teachers in school for longer.

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