

Influence Of Monetary Motivation On Kenya Certificate Of Primary Examination Performance In Kenya: A Country Wide Quantitative Analysis Of Primary School Teachers

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Abstract: Teachers' Service Commission (T.S.C) is mandated to perform teacher management functions including registration of teachers, recruitment, deployment, remuneration and discipline of teachers among others. The aim of the study was to influence of monetary motivation on Kenya certificate of primary examination performance in Kenya; a country wide quantitative analysis of primary school teachers. Motivation of teachers is very important as it affects the students directly. Specifically, the study analyzed influence of Basic Salary Motivator, House Allowance Motivator, Commuter Allowance Motivator and Annual Leave Motivate on KCPE National Mean Grade in Kenya. The study adopted a descriptive case study research design. The target population for this was primary school teachers teaching in public secondary schools in Kenya. The study used secondary data obtained from Teachers Services Commission which is a state semiautonomous agency charged with teachers' employment and remuneration. The study took changes in the teachers' salary and compensation scales including; basic salaries, house allowance, commuter allowances and leave allowances covering a period of 11 years from 2007 to 2018. The study also took trends in Kenya Certificate of Primary Examination (KCPE) between 2007 to 2017. The study used descriptive statistics and inferential statistics including correlation and regression analysis to establish existence of relationship between the monetary motivators and KCPE performance. The study established that Basic Salary Motivator had significant influence on KCPE National Mean Grade whereas House Allowance Motivator, Commuter Allowance Motivator and Annual Leave Motivator had insignificant influence on KCPE National Mean Grade.

Keywords: Extrinsic motivation, Monetary Reward, Academic Performance

I. INTRODUCTION

Work motivation refers to the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks. Motivation therefore is the act of getting people to do things more efficiently or quickly with a sense of responsibility (Analoui, 2000). Snowman, Mcown and Biehler (2008) observe that teacher motivation is a concept that assists us understand why teachers behave the way they do. Bennel (2004) defines teacher motivation as all the psychological processes that drive the teacher towards achieving the educational goals. However, according to Bennel, these psychological processes are immeasurable and at the same time cannot be observed

directly since the process of achieving the educational goals is influenced by other external factors including the environmental and organizational challenges. In the education sector, educational goals have always been set at the national level and passed to the teachers to achieve them it is therefore right to conclude that the teacher plays a key role towards the achievement of the educational goal.

According to Storey (2009), it is widely recognized in the human resource literature that promotion of the motivation of workers in both private at public sector leads to a high quality of human resources and optimum performance. Consensus is also growing among scholars about the significance of combing good human resource performance approaches on motivation incentives to encourage good performance. As an

organization seeks to improve its workers performance severe challenges exist to achieve the overall objective of the organization to extend adequate motivation incentives to its entire population.

Teacher's motivation has become an important issue given their responsibility to impart knowledge and skills to learners and this should start with ECDE teachers because the sector is aimed at caring and nourishing all dimensions of life of young children to enhance holistic development. The early years of zero to eight years are important in laying firm foundation for adulthood therefore it is of great importance that all the stakeholders should treat this without any contempt. Teachers' motivation is that drive that is exerted on teachers to improve their professional tasks with enthusiasm (Wilson, 2013).

Internationally, a collection of research on motivation (Coagneau, 2003; Dolton et.al, 2011) has found out that teacher motivation is associated with student learning outcomes. In a cross-country analysis of the relationship between teacher motivation and learner performance, Dolton (2011) observed that most countries that lacked teacher motivation indicated to have teachers who performed poorly and in turn, the educational performance results were poor. In Kenya, the Teachers' Service Commission (T.S.C) is mandated to perform teacher management functions including registration of teachers, recruitment, deployment, remuneration and discipline of teachers among others. It is also the duty of the commission to maintain professionalism, integrity and quality teaching standards in the teaching service. According to the T.S.C Act (Cap 212) the commission has the mandate to formulate policies to achieve its mandate of; providing strategic direction, leadership, and oversight to the Secretariat, ensure that teachers comply with the teaching standards prescribed by the commission, manage the payroll of teachers in its employment, facilitate career progression and professional development for teachers and lastly monitor the conduct and performance of teachers in teaching service among others.

According to Alarm and Farid (2011), motivation of teachers is very important as it affects the students directly. This fact is supported by Marques (2010) in her conclusion that motivation, satisfaction and performance are interdependent. Adams' Equity Theory calls for a fair balance to be struck between employees' inputs (e.g., hard work, skill levels, tolerance, and enthusiasm) and employees' outputs (e.g., salary, benefits, and intangibles such as recognition). According to the theory's finding, a fair balance serves to ensure a strong and productive relationship with the employees, with the overall result being satisfied, thus motivated employees. The theory is built-on the belief that employees become demotivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs. Employees can be expected to respond to this in different ways, including demotivation (generally to the extent the employee perceives the disparity between the inputs and the outputs exist), reduced effort, becoming disgruntled, or, in more extreme cases, perhaps even disruptive.

Although the motivation of employees has been widely researched, no study has used quantitative longitudinal

approach to extract changes in teachers monetary benefits over years and relate them with students performance at the National Examination within the period to justify whether the changes in teachers pay have achieved the single goal of their engagement which is students performance at the National Examination. The study came up with the following hypotheses;

H_{01} There is no significant relationship between changes in teachers' basic salary and KCPE National Mean Grade

H_{02} There is no significant relationship between changes in teachers' house allowances and KCPE National Mean Grade

H_{03} There is no significant relationship between changes in teachers' commuter allowances and KCPE National Mean Grade

H_{04} There is no significant relationship between changes in teachers' annual leave allowances and KCPE National Mean Grade

II. LITERATURE

A. INFLUENCE OF TEACHER MOTIVATION ON STUDENT PERFORMANCE

Motivation has been defined as an internal process that energizes, directs and sustain a certain behavior. Therefore it is the force that causes an individual to behave in a particular manner (Ololube, 2005). According to Kamper (2006), motivation has three facets which include needs, drives and achievements. Need is an internal state that makes outcomes seem favourable and attractive. The employees must have a motive to perform a task, unless there is a motivator, a demotivator arises which slows them down. It is for this reason that organization uses incentives to boost motivation of workers which may include better working condition, better terms and condition of services (remuneration), reduction of workload, better command structure (Ryan&Deci, 2000).

Ofoegbu (2012) argues that the teacher's attitude towards work naturally affects the teacher's motivation. It has a lot to do with the teacher's desire to take part in the instructional processes in the school environment, his/ her interest in the learners' discipline and his/ her classroom control. It will therefore, include the teachers' participation or lack of involvement in the academic activities taking place in the school. The teacher does translate the philosophies involved with education and the objectives of education into knowledge and skills which he/she then passes on to the learners, the classroom climate affects the whole process of giving knowledge to the students since this process takes place in the classroom.

According to Fenech (2006), satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnovers rates, and intention to quit, and finally employees' including qualified educational staff according to deed; educator's well being has serious implications for the quality of the education they provide. Odhiambo (2010) contends that there is a growing demand from the Kenyan government and the public for teacher accountability in students performance. Schools are commonly

evaluated using students and teachers cannot be disassociated from the schools they teach and academic results of the students. Teachers celebrate and are rewarded when their schools and subjects are highly ranked. According to Yala and Wanjohi (2011) Kenyan teachers who excel in their subjects are rewarded during open days. The study focused on teachers job satisfaction, teachers motivation, teachers profession professional training and teachers professional experience, influence on students performance in KCSE.

Dissatisfied teachers who want to transfer to another school may be poor performers both because of general motivational factors (Rockoff, 2004; Hanushek, Kain&Rivkin, 2005), and also because they are simply waiting to move on to a different location, putting low effort into their current work duties and disregarding any longer term plans for their students. Teachers' motivation is likely to be a relevant factor affecting students' learning.

B. PUPILS PERFORMANCE AT KCPE LEVEL

The high premium attached to the quality of education measured using academic and no-academic indicators in secondary education in Kenya is neither achievable nor sustainable without the continuous assessment of these indicators on how they influence the delivery of quality education by school systems in the country (Republic of Kenya/UNESCO, 2012). In Kenya, national examinations provide an indicator of achievement at the end of a cycle. The Kenya Certificate of Primary Education (KCPE) examination at the end of the 8-year primary school cycle is the first national examination in the school system. The national performance is used to gauge how effective teaching and learning was that year nationally, at county level, district level and school level. At individual level this performance determines the type of secondary school the primary school graduate will join which to a very great extent influences further upward mobility with regard to further education, careers and occupations (Onderi & Croll, 2008, Wasanga & Kyalo, 2007). National performance in KCPE is below fifty percent. Data available from the Kenya National Examinations Council (KNEC) shows that the mean performance from 2006 to 2011 was at 49.17 in 2006 and 49.12 in 2011. The highest mean score achieved was 49.66 in 2008 (The Open Institute, Dec, 2013).

Assessment is often regarded as an important tool to measure the progress of individual learners. It also allows communities and countries to track the quality of schools and education systems (Brann et al, 2006). They point out that if there are no consequences attached to a test, it will do little to motivate healthy change within the education system. If the consequences are too high, it may result in negative undesirable outcomes like narrowing of the curriculum and teaching for tests. This unfortunately is a current practice in schools in Kenya today (Daily Nation, Dec, 2010). Such practice may eventually lead to undermining the integrity of the assessment system as well as the education system itself (Brann et al, 2006; Barnes, 2004).

Wayman and Stingfield (2004) strongly suggest that analysis of student performance data is the first critical tool required in the development of strategies to enhance

effectiveness and improvement of education systems and schools. A report for the Ministry of education, Netherlands, 2012, states that review of evaluation and assessments is critical for improving school outcomes. They opine that examination systems and results can be used to improve quality especially if the examinations replicate what is required in the classroom.

Kenya National Examination Council's (KNEC) assessment of standard 3 learners in numeracy and literacy reported poor learning achievement. The report indicated that achievement in both reading (297.58) and numeracy (295.6) was below the standardized mean of 300 (KNEC, 2010). A study of Uwezo programme on Literacy and Numeracy in Kenya, indicates that the national literacy and numeracy abilities among children still remain low. The study also indicates that three out of 10 Standard 3 children cannot solve a Standard Two division problem while in the same class, one out of 10 children cannot recognize numbers between 11 and 99. By the time children reach Standard Eight; one out of 10 cannot solve Standard Two division problems. This reflects the magnitude of challenge in performance of mathematics. It is in this view the researcher is set to investigate the teacher related factors influencing pupils' performance of mathematics at Kenya Certificate of Primary Education in Likoni sub-county.

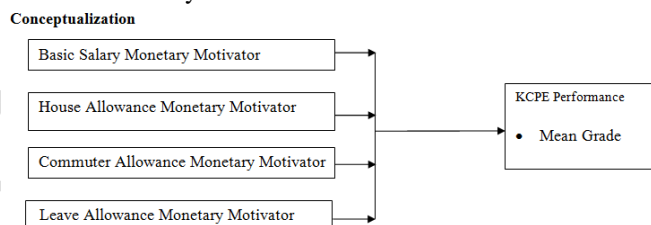


Figure 1: Influence of Monetary Motivation on KCPE Performance

The study independent variables were the monetary motivators; teachers' basic salary, house allowances, commuter allowances and leave allowances. The study hypothesized that changes in these allowances is likely to lead to changes in KCPE National Mean Grade. This is because the main output of primary teachers' contractual engagement with the government is KCPE results which is a measurable indicator.

III. METHODS

The study adopted a descriptive case study research design. The target population for this was primary school teachers teaching in public secondary schools in Kenya. The study used secondary data obtained from Teachers Services Commission which is a state semiautonomous agency charged with teachers' employment and remuneration. The study took changes in the teachers' salary and compensation scales including; basic salaries, house allowance, commuter allowances and leave allowances covering a period of 11 years from 2007 to 2018. The study also took trends in Kenya Certificate of Primary Examination (KCPE) between 2007 to 2017. The study used descriptive statistics and inferential statistics including correlation and regression analysis to

establish existence of relationship between the monetary motivators and KCPE performance.

IV. RESULTS

A. DESCRIPTIVE STATISTICS

This section presents the results of descriptive statistics of teachers monetary motivators including; their basic salary, house allowance, commuter allowances and annual leave allowance. Descriptive statistics of KCPE National Mean Grade is also presented.

Statistics	KCPE Mean Grade	H_Allowance	C- Allowance	L_Allowance	Salary
Max	58.81	45,000.00	16,000.00	10,000.00	28,895.00
Min	46.69	6,750.00	4,000.00	4,000.00	19,323.00
Mean	51.88	30,568.18	9,454.55	7,454.55	24,525.18
Stdev	2.87	14,485.38	4,274.66	2,544.16	3,383.63

Source: TSC Compensation Scale (2007-2017) and KNEC (2007-2017)

Table 1: Descriptive Statistics of Motivators and KCPE National Mean Grade

Min = Minimum on each item, Max=Maximum on each item, stdev standard deviation.

Table 1 presents the results descriptive statistics of teachers' monetary motivators and KCPE National Mean Grade. The study established that the KCPE National mean grade for the 11 years was 51.88 with a deviation of 2.87. House allowance of Kshs. 30,568.18 deviating by Kshs. 14,485.38. Commuter allowance of Kshs. 9,454.55 deviating by Kshs. 4,274.66. Annual leave allowance of Kshs. 7,454.55 with standard deviation of Kshs 2,544.16 and basic salary of Kshs. 24,525.18 with standard deviation of 3,383.63.

B. CORRELATION BETWEEN MONETARY MOTIVATOR AND KCPE PERFORMANCE

In order to prove relationship between monetary motivators and KCPE performance, the study used Pearson Correlation. The independent variables in the relationships are the monetary motivators; basic salary motivators, house allowance motivators, commuter allowance motivators and annual leave allowance motivators whereas the dependent variable is KCPE National Mean Grade.

	BSM	HAM	CAM	LAM	KCPE Performance	
BSM	Pearson Correlation	1	.522**	.505**	.634**	.675**
	Sig. (2-tailed)		.000	.000	.000	.000
HAM	Pearson Correlation	.522**	1	.516**	.403**	.105
	Sig. (2-tailed)	.000		.000	.000	.094
CAM	Pearson Correlation	.505**	.516**	1	.639**	.073
	Sig. (2-tailed)	.000	.000		.000	.206
LAM	Pearson Correlation	.634**	.403**	.639**	1	.115

KCPE Performance	Sig. (2-tailed)	.000	.000	.000		.283
	Pearson Correlation	.675**	.105	.073	.115	1
	Sig. (2-tailed)	.000	.094	.206	.283	

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

Key: BSM = Basic Salary Motivator, HAM = House Allowance Motivator, CAM = Commuter Allowance Motivator, LAM = Leave Allowance Motivator.

Table 2: Correlation of Monetary Motivator and KCPE Performance

HO₁ There is no significant relationship between changes in teachers' basic salary and KCPE National Mean Grade.

The analysis to test HO₁ was conducted using Pearson's Correlation. The results are shown in Table 2. The study established a strong positive correlation(r=0.675) and significant relationship (P=0.000<0.05) between Basic Salary Motivator and KCPE National Mean Grade indicating that Basic Salary Motivator significantly affected KCPE National Mean Grade in the primary schools in Kenya, hence, the HO₁ was rejected. When TSC recognizes and enhances Basic Salary Motivator as monetary motivator, there will be a positive improvement in the KCPE performance measured in terms National Mean Grade.

HO₂ There is no significant relationship between changes in teachers' house allowances and KCPE National Mean Grade

The analysis to test HO₂ was conducted using Pearson's Correlation. The study established insignificant correlation(r=0.105) and significant relationship (P=0.094>0.05) between House Allowance Motivator and KCPE National Mean Grade indicating that House Allowance Motivator did not significantly affected KCPE National Mean Grade in the primary schools in Kenya hence, the HO₂ was accepted.

HO₃ There is no significant relationship between changes in teachers' commuter allowances and KCPE National Mean Grade

The analysis to test HO₂ was conducted using Pearson's Correlation. The study established insignificant correlation(r=0.073) and significant relationship (P=0.206>0.05) between Commuter Allowance Motivator and KCPE National Mean Grade indicating that Commuter Allowance Motivator did not significantly affected KCPE National Mean Grade in the primary schools in Kenya hence, the HO₃ was accepted.

HO₄ There is no significant relationship between changes in teachers' annual leave allowances and KCPE National Mean Grade.

The analysis to test HO₂ was conducted using Pearson's Correlation. The study established insignificant correlation(r=0.115) and significant relationship (P=0.238>0.05) between Annual Leave Allowance Motivator and KCPE National Mean Grade indicating that Annual Leave Allowance Motivator did not significantly affected KCPE National Mean Grade in the primary schools in Kenya hence, the HO₃ was accepted.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig (p).
		B	Std. Error	Beta		
1	(Constant)	1.29	0.15		8.71	0.00
	BSM	0.31	0.04	0.36	6.88	0.00
	HAM	0.05	0.03	-0.08	-1.70	0.19
	CAM	0.04	0.05	-0.04	-0.76	0.45
	LAM	0.48	0.04	0.60	10.97	0.24

a. Dependent Variable: KCPE National Mean Grade

Table 3: Full Regression Model

As indicated in Table 4.15, from the unstandardized coefficients, the following equation was developed:

$$y = 1.29 + 0.31x_1 + 0.05x_2 + 0.04x_3 + 0.48x_4 + \epsilon$$

From the full regression model, the standardized coefficients indicate that Basic Salary Motivator had significant influence on KCPE National Mean Grade whereas House Allowance Motivator, Commuter Allowance Motivator and Annual Leave Motivator had insignificant influence on KCPE National Mean Grade.

V. CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSION

The aim of the study was to influence of monetary motivation on Kenya certificate of primary examination performance in Kenya; a country wide quantitative analysis of primary school teachers. The study considered the following monetary motivators; Basic Salary Motivator, House Allowance Motivator, Commuter Allowance Motivator and Annual Leave Motivate. The study found out that Basic Salary Motivator had significant influence on KCPE National Mean Grade compared to House Allowance Motivator, Commuter Allowance Motivator and Annual Leave Motivators.

B. RECOMMENDATIONS

The study recommends that the multi-agencies that directly support basic education in Kenya should create a ventilated environment where the monetary motivation awarded to primary school teachers should be pegged to primary school education output that is pupils' performance at KCPE level. The salaries and other monetary benefits should be appraised based on the KCPE mean grade which is the tangible indicate in primary education. The policies of these agencies should have a convergence point where this situation of equitable pay is justified by KCEPE mean grade.

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