



Effect of Teacher Promotion on Pupils' Academic Performance of Primary Schools in Mukaa Sub County, Makueni County

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ABSTRACT

The social learning theory asserts that individuals learn by observing others and imitating their actions. It also considers the role of internal mental process of learning. This implies that people learn from observing others hence the behaviour of teachers at work place will influence greatly the learning process of the learners. The goal of this study was to ascertain the influence of teacher motivation strategies on students' academic performance in Mukaa Sub County, Makueni County, Kenya, as a result of subpar academic performance in some schools in Mukaa Sub County. The study's goals were to examine the impact of incentives, the work environment, teacher preparation, and teacher promotions on students' academic performance in public primary schools in Mukaa Sub County, Makueni County. Herzberg's Motivation Theory formed the foundation of the study. Descriptive and correlational research designs were employed by the researcher. The researcher purposively selected 92 teachers from 300 primary school teachers in Mukaa Sub County. Data was collected through questionnaires. Data was analysed through the tables, frequency and percentages. The study found that low academic performance can be attributed to the fact that most

teachers lack motivation for their jobs, little has been done in the way of recognition, training and development, incentives, and career promotion. The study concluded that learners in Mukaa Sub-County's primary schools performed poorly due to a lack of motivational strategies. The study recommends that primary school teachers to use motivational techniques because it improves students' academic performance in the KCPE national examinations.

Key Words: Teacher motivation; Teacher: Performance: Reward; Workplace environment: Performance appraisal; School performance

1.0 BACKGROUND INFORMATION

Motivation is the process of encouraging subordinates to help the institution achieve its objectives. The features of motivation are as follows. Motivation is the urge, drive, desires, aspirations, or needs of human being, which are internal. Motivation produces goal directed behavior. For example, a promotion may be given to an employee with the objective of improving his performance. Positive motivation like increase in pay, promotion, recognition etc yield to increased productivity. Negative motivation like punishment, stopping increments, threatening among others leads to low

productivity. Motivation will have a different effect on each individual. This is because motivation is based on human behavior. Different types of motivation are frequently described as being either extrinsic or intrinsic. Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, financial gains, social recognition or praise, provision of housing, medical care programs, excursions.

Motivational strategies are various activities of encouraging employees to develop goal-oriented behavior in an organization. Behaviors in people is very complicated to understand and promote. according to Albert Bandura: a behavioral theorist in his social learning theory he suggests that individuals learn by observing others and imitating their actions. It also considers the role of internal mental process of learning. This implies that people learn from observing others hence the behavior of teachers at work place will influence greatly the learning process of the learners. Motivation strategy is the development system that helps employees within the organization to individually contribute to achievement of the organizational goals (Muchelule, 2015). Holbeche (2009) observed that motivation strategies are supposed to help promote the behaviors and other aspects of job performance. Hence the need to meet the basic needs of the employees at the work place.

This is also emphasized on by Guajardo (2011) who emphasized that monetary gains amongst teachers plays a big role in acting as an incentive towards more achievement. He further notes that salary increment is a key motivator to teachers in Kano state, Nigeria.

On the other hand, motivational strategies have an influence on teachers' job performance hence influence quality of education. This is because the head teacher as the head of the school is mandated with the responsibility of implementing education policies and teachers are expected to be actors of achieving the goals of the institution and educational objectives (Etomes, & Molua, 2019). Getange (2016) noted that teachers' job

performance was affected by the motivational strategies used by the Head of institution in ensuring they achieve the educational goals. This means the heads of institutions plays a key role in enhancing job performance. Luthans (2011) notes that motivational strategy should aim at generating in an employee, the desire to achieve the institutional goals. This means the strategy should aim at making the tasks more fulfilling to the teacher therefore leading to intrinsic motivation. A good example of the motivational strategies used to promote teachers work performance include but not limited to recognition, professional prestige, monetary benefits, opportunities for professional growth, provision of sufficient materials and infrastructure, and listening to employees' grievances (Guarjardo, 2011).

1.1 Statement of the problem

Various studies have shown that when teachers are motivated, parents would realise fully the value of investing in education of their children as good academic performance would in turn motivate them. This at the end would lead to having knowledgeable professionals who are highly competitive in their jobs and work. When positive motivation was given to teachers in terms of fringe benefits and good salaries, they in turn did their best and felt proud of being teachers. This was evidenced in schools where the administrators incorporated various motivation strategies to their teachers. For teachers, motivation plays an important role because it drives them to attain educational goals. Studies have highlighted that motivated teachers have primary interest and inspiration in teaching hence expected to better pupils' academic performance. On the other hand, teachers who lack motivation discharge their duties with low morale just to fulfil the norm of being employed and offer non-stimulating teaching which negatively affects the quality of education and leads to poor school performance.

1.2 Purpose of the Study

The purpose of the study is to assess the effect of teacher on pupils academic performance of primary schools in Mukaa Sub county, Makueni County.

1.3 Objective

To determine the effect of teachers promotion on pupils academic performance of primary schools in Mukaa Sub county

2.0 LITERATURE REVIEW

Promotion and Academic Performance

Bohlander Snell (2004) put it forward that promotions involve change of the duties to those of a higher level in the organization. The new job normally provides an increase in financial gain, status and demands more skills and carries more responsibility. Promotions enable an organization to utilize the skills and abilities of its personnel more effectively thus, good performance realized. The three key criteria for determining promotions are merit, seniority, and potential.

LG, Ndijuye, 2019, in his study on timely motivation as a motivating factor for performance, he observes that promotion plays a very important role in motivating teachers. This is because it is associated with increased pay, social status and thus one feels encouraged.

Stephen Robbins etal (1999) say that social status is a prestige grading, position, or rank within a group. It is therefore, important for employees to believe that the status of an individual in a system is congruent with the job he or she is assigned to. The possibility of advancement often serves as a major incentive for superior managerial performance and promotions are the most significant way to recognize superior performance. Therefore, it is extremely important that promotions be fair, based on merit and untainted by favouritism (James etal, 2000:397). In some instances, even fair and appropriate promotions can create a number of problems for instance, members of an organization who are bypassed feel resentful, which may affect their morale and productivity.

In Uganda's context there is always a problem of failure to retain staff especially higher cadres.

This is evident in the Uganda Police Forces. Barungi (2005) contends that this problem has its roots in conditions of service and job satisfaction.

There is no practical way to indicate that a man was impassioned outside the area of his/her competence without prejudice to his/her career, the up or out promotion policy ignores the possibility that a man/woman may have the ability to perform with excellence in a lower grade job even though he may not have the ability for a higher-grade job (Laurence etal, 1969:53).

This is still consistent with the Peter Principle, where one is promoted to his highest level of incompetence that is a common phenomenon in the Uganda Police Forces and other organizations. On the other hand, it is quite possible to turn in years of satisfactory performance without receiving a promotion.

Some organizations are structured in a manner that does not allow for frequent promotions, and even above-average performance is expected as a normal contribution. Sometimes contributions are recognized with extra fringe rewards instead of promotions and at times not. If one has achieved results, but has not been rewarded by frequent promotions, then he or she may face objections from other potential employers who consider lack of promotions as an indication of few achievements or inability to get along with others. Many occupations and professions offer their recruits the opportunity of pursuing a career, in the sense that individuals can be promoted through clearly defined promotion hierarchy. This aspect of career is referred as its vertical mobility dimension (Ladinsky,1963;Maclean, 1992). Promotion can therefore be regarded as the passage to a higher rank. In management, promotion is one of the reinforces of the rewards system to help motivating employees. As stated by Peter principle (Peter Hull,1969), in hierarchy using promotion solely as a reward for good performance, people tend to rise to their level of competence because good performance in one job is no guarantee of good performance in another.

According to (Hasibuan,2012) explains that promotions are carried out by companies with the following objectives:-

First to provide greater recognition, position and remuneration for employees with primary performance. Secondly to stimulate employees to be more passionate about work, have primary discipline and increase their work productivity. Third to provide opportunity for employees to develop their creativity and innovation which is better than the optimal profit of the company.

2.1 Summary of Literature Review

Teacher motivation is a significant aspect in school set up; what motivates the teacher and how this translates to better job performance by the teacher. The study’s independent variables are motivational strategies positively influencing teachers’ job performance while the dependent variables are the teachers’ job performance, class management resulting to improved students ‘academic job performance. The section further entailed different trends in teacher motivation and past literary works on teacher motivation, citing approaches to teacher motivation such as behavioural approach, Humanistic approach as well as cognitive approach. A review of motivational strategies such as rewarding, head teachers’ recognition of teacher’s efforts is expounded. When giving back to the community teachers should ensure that they give their best efforts towards achievement of better results amongst the learners that they teach. Measure of motivation should be put in place to help retain teachers who have been leaving the career for more promising jobs in other departments and in

building a positive view of the teaching profession.

3.0 RESEARCH METHODOLOGY

The researcher in this study used descriptive and analytical whereby both the quantitative and qualitative methods analysed the influence of motivation of teachers towards students’ performance in public primary schools in Mukaa sub county, Makeni County, Kenya. The study population ranged from staff members from the selected schools and the pupils within the respective school. The respondents comprised of Heads of institutions and teachers. The researcher used three research instruments namely; Interview guide (FGDs), questionnaires and observation. Data was collected from both primary and secondary sources. Primary data was got by extracting information regarding the influence of motivation strategies used by teachers towards students’ performance, by reading newspapers, journals, text books plus the already existing work on internet and magazines. Primary data was got from the field by use of the following methods;

4.0 DATA PRESENTATION AND INTERPRETATION

4.1 Response Rate

The study paid attention to teachers in public primary schools within Mukaa Sub County. The questionnaires return rate was at 100% per cent for the teachers. This was possible because the researcher administered the questionnaires and waited for them to be filled in.

Table 1: Questionnaire response rate

Questionnaire Response	Number	Percent
Responded	92	100.0
Not Responded	0	00.0

Source : Field Data 2023

Teachers Rewards and pupils` performance

Data on rewards awarded to teachers which comprise of both intrinsic and extrinsic rewards is presented in the following sections.

Table 2 : Intrinsic Reward

Statement	N	Mean	Std. Deviation
My accomplishments and good work arepraised by the school administration and parents.	92	3.54	1.386
I'm always praised for my work	92	3.73	1.151
When motivated I attend my lessons on time	92	3.81	1.261
Availability of teaching resources like books keeps me motivated	92	3.32	1.240
I will decide on the strategies for doingthe work	92	3.72	1.564
I have a strong place in school community	92	2.00	1.002
Mean		3.35	1.27

Source : Field Data 2023

Table 4.6 showed that the response to the statement “My accomplishments and good works are praised by my the school administration and parents had a mean of 3.54 (SD=1.386). To the statement “I am always praised for my work” the respondents scored a mean of 3.73 (SD=1.151).

To the statement, “When motivated I attend my lessons on time” the responses were on the affirmative being represented by a mean of 3.81 and SD of 1.261. on statement of, “availability of teaching resources like books keeps me motivated,” the

Intrinsic reward and recognition on school Performance

The researcher collected data on the knowledge of the respondents on intrinsic reward and recognition on school Performance. Findings are presented in table 4.6

respondents agreed with a high mean of 3.32 and standard deviation of 1.240. to the statement, I will decide on the strategies for doing the work,” the response was an agreement of a mean of 3.72 and standard deviation of 1.564. To the statement that, “I have a strong place in the community.” The response was a bit low with a mean of 2.00 and standard deviation of 1.002. This primary average showed that most respondents agreed that they were frequently rewarded for their work. The statement "Are you satisfied with your current position of class teacher, senior teacher or promotional grade?" the response to that statement was 95%

of the teachers were not satisfied since they had served in the same position for many years despite the fact that they had gone for higher studies. This was a clear indication of stagnation in job group. The question "if you have better offers outside the teaching profession, would you go for them?" the response to that question was that

out of the 92 respondents 90 of them which represents 97.83% agreed that they would be ready to quit teaching profession for better professions.

The fifth question of the interview was "do you feel that you receive recognition for the work you do?" The results are presented in table 4.7:

Table 3: Respondents' recognition for good work in school

Category	Frequency	Percentage
Yes, I receive	43	47
No, I don't receive	49	53
Total	92	100

Source : Field Data 202

According to the table 4.7, the majority of the respondents (53%) don't receive recognition for the work they do, and (47%) of the respondents receive recognition for the work they do. Overall, the intrinsic reward and recognition on school performance had an average of 3.45 this means that the majority of respondents believed that inherent reward and appreciation the success of the school has a positive influence on academic performance. This means that intrinsic rewards play a crucial role in motivating teachers.

The results agree with the findings of Tahira, Mumtaz, Abdul & Mimosa (2017) who received the perception from teachers regarding the influence of teachers' incentives on pupils' academic performance that was examined and reward system was

noted to have a major impact on teacher performance in schools. In addition Venjie (2021) in the study on impact of intrinsic motivation facets on students' academic performance, came to the conclusion that intrinsic motivators need not be ignored as they play an important aspect towards motivation of teachers which is translated towards pupils academic performance in class. Those in authority need to put that in consideration.

Extrinsic reward on school performance

The respondent's acknowledgement of extrinsic rewards and pupils' success was analyzed in this section. The results are presented in table 4.8

Table 4: Extrinsic Reward

Statement: when were you last promoted to		N	%
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next grade			
1-3 years ago		5	5
4-5 years		18	20
Over 5 years ago		69	75
Total		92	100

Source : Field Data 2023

From the data presented on table 4. 8 above 5% of the respondents were promoted in the last 3 years. 20% were promoted 4-5 years ago while 75 % were promoted more than five years ago. This was a clear indication that majority of the teachers in Mukaa sub county have stagnated in the same job group for many years. On the preceding statement, “ your choice above how has it impacted on you towards pupils performance.” The response was that 95% agreed that it impacted negatively on them. This can be interpreted as

failure to have clean cut promotion guidelines of teacher’s impacts negatively on the motivation of teachers hence leading low performance and low self-esteem on the teaching fraternity. The failure to promote teachers has a negative impact in the academic performance of pupils. This implies that the government needs to put in place proper promotion guidelines that will raise the morale of the teachers.

Table 5: Model Summary of Regression Statistics

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.674 ^a	.454	.446	.67069

Source : Field Data 2023

Table 5 presents the analysis of variance (ANOVA) $F=9.194$ outcomes with 1 and 90 degrees of freedom. At a level of less than 0.05, the F statistic is important. This result suggests that the study of the regression was significant at $p = 0.003$ ($p < 0.05$). Hence, this is stated as $F(1,90) = 9.194$, $p < 0.05$. In general, this means that the model fitted well between the dependent and the independent variable.

CONCLUSION

Promotion, according to the researcher, inspires teachers. Despite the fact that teacher compensation and working conditions have no direct bearing on students' academic performance, 88% of respondents said they strongly support teachers. In light of this, the study came to the conclusion that, even though some motivating factors have no direct bearing on students' performance, others do. As a result, it is crucial to fully realize the motivation of the teachers.

RECOMMENDATION

In order to raise student performance, institutional teacher reward systems must be improved.

Therefore, the ministry of education should create standardized incentive programs for teachers and should boost their motivation by establishing clear reward-system policies and ensuring that teachers are regularly promoted.

The administration of the school should establish clear procedures for collaborating with the teachers so that they can see that their rewards are a result of their efforts and that their expectations are met by providing them with opportunities for growth and

development. More so the teachers service commission should formulate a clear promotion guideline for teachers

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