



RESEARCH ARTICLE

CONTRIBUTION OF SCHOOL ADMINISTRATORS TO TEACHER MOTIVATION IN ENHANCEMENT OF STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN KENYA: AN EMPIRICAL STUDY OF SECONDARY SCHOOL ADMINISTRATORS IN EMUHAYA AND VIHIGA SUB COUNTIES

Elizabeth Gloria Anindo Wanyama and *Enose M.W. Simatwa

Department of Educational Management and Foundations, Maseno University, Kenya

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ABSTRACT

Studies worldwide have revealed that School Administrators are key contributors to students' academic performance by enhancing teacher motivation. In Emuhaya and Vihiga Sub Counties performance had been below mean grade of C+. From the years 2009 to 2013, Emuhaya and Vihiga Sub Counties' candidates who scored C+ and above were 3535(26%) and 2104 (15%) respectively lower, compared to neighbouring Hamisi and Sabatia Sub-Counties' with 3913(28%) and 4275(31%) candidates respectively. The contribution of School Administrators to teacher motivation was not known. The objective of this study was to determine the contribution of Administrators to teacher motivation in the enhancement of students' academic performance. The study was guided by a Conceptual Framework in which the independent variables were Administrators' contribution to teacher motivation and the dependent variable; Students' Academic Performance. The study found that Administrators' contribution to Teacher Motivation was positive and significant (Adjusted R²= 0.623). This means that it enhanced students' academic performance by 62.3%. The study concluded that school Administrators' contribution to teacher motivation was significant and enhanced students' academic performance. The study recommended that school Administrators should increase their contribution to teacher motivation in order to enhance further students' academic performance. The study findings are of significance to School Administrators, policy makers, and other stakeholders in education with regard to enhancement of students' academic performance by motivating teachers

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INTRODUCTION

Contribution of school administrators to teacher motivation is an important aspect in school management and administration. School administrators are responsible for the day-to-day management of schools on behalf School Boards of Management. Furthermore, they are the implementers of government educational policies at school level. They are also the accounting officers of schools under their management. School administrators are also the Quality Assurance Officers. This means that they oversee provision of quality education in schools. Teachers on the other hand are the implementers of school curriculum and are actually line personnel. For teacher to effectively and efficiently execute their mandate, motivation is very important. This drive among teachers is what enhances their performance. It is therefore imperative that school administrators deal with this concern effectively.

It is actually their responsibility to ensure that teachers are motivated to teach. Nevertheless, there are a few school administrators who do not initiate motivation of teachers in the belief that teachers should motivate themselves as motivation is inherent in the teaching system. Administration according to Homby (2012) as cited in Omeke and Onah (2012) is perceived as activity done in order to plan, organize and successfully run an institution, a process or act of organizing the way something is done. It involved planning activities which aim at the fulfillment of the goals of a particular organization. Similarly, management is a process of making use of human and non-human resources to achieve organizational goals (Onifade, 2004, as cited in Fasasi, 2004). Management of secondary schools refers to a process of making use of the available resources towards the achievement of an educational goal. According to Numkanisorn (2008), school management is the capacity of a school to maximize functions or the degree to which the school can perform functions when given fixed output. That is why the Commonwealth of Learning and the Southern African Development Community Ministries of

*Corresponding author: Enose M.W. Simatwa,
Department of Educational Management and Foundations, Maseno University, Kenya.

Education (2000) agree that the efficient and effective management of fiscal and physical resources can enhance instructional progress. All these are attributed to School Administrators for purposes of enhancing academic performance. In particular the purpose of instructional supervision is to improve the quality of teaching through bettering skills of teachers which in turn enhance students' academic achievement (Samoei, 2014). Secondary schools need to meet the yearning aspirations of the society which include meeting the countries' national goals of education such as provision of quality education to its citizenry (Ekundayo, 2010a). Based on this, Townsend (1994) in Ajayi and Ekundayo (2011) posits that the criterion for measuring quality should incorporate more than achievement in written examination. In support, Uline, Miller and Moran (1998) posit that when quality is reduced to a single variable it is generally students' achievement in average tests score levels (Booker, 2008). School effectiveness is also related to many other outcomes such as satisfaction of teachers, efficient use of resources, among other things. In agreement, Rosenholtz in Uline *et al* (1998) says that commitment of teachers to their schools and the welfare of students has been shown to be critical aspects of performance outcome. Research has alluded to various indicators of quality grades such as curriculum, instructional materials, teachers, school atmosphere, education policy, and attitudes towards education (Bolt, 2004). In his study on assessment of principal's supervisory roles for quality assurance in Ondo State Nigeria, Ayeni (2011) recommended that principals should collaborate with stakeholders such as old students, development partners, Parents' Teachers' Associations to provide adequate instructional materials and facilities for effective teaching, learning process in secondary schools. He concluded that the attainment of quality grades is determined by effective curriculum management. In a study on the challenges and strategies for management in enhancing teacher motivation in public secondary schools in Kisumu West District with focus on strategies used by management in motivating teachers, Omboto (2013) recommended that Parents' Teachers' Association (funds meant for teacher motivation be effectively used to enhance their motivation. However, it is not clear if principals are collecting and using these funds as recommended. The principal is expected to provide the right motivation and stimulation for staff and students to enhance academic performance. Therefore, this study sought to establish the contribution of School Administrators through quantifiable expenditure on the welfare of teachers and rewards for remedial teaching in an effort to enhance students' performance.

Research Objective: The research objective was to determine the contribution of School Administrators to teacher motivation in enhancement of students' academic performance.

Synthesis of literature on contribution of school administrators to teacher motivation in enhancement of students' academic performance: School Administrators have faced the challenge of motivating teachers to higher of performance (Oregon Schools Boards' Association, 2009). This is because the attractiveness of the teaching profession shows that teaching is not a first choice career option for most teachers (Bennell and Ntagaramba, 2008; Okumbe, 1999). According to Nwachaka (2006), teachers urge that the existing salary structure, benefits and enhanced working conditions do not meet their needs. Teacher motivation and the working climate for students in the Netherlands influence a schools performance (Bruggencate, 2009). Likewise, Dennison and Shenton (1987) see a leader as a motivator because leadership

involves influencing staff to achieve group intentions. That is why Ayeni (2012) remarks that the optimum performance the principal should motivate the teachers. In agreement, Ajayi and Ogundoye (2003) in Ekundayo (2010b) add that the principal must modify the attitudes of the staff and motivate them to put their best at achieving educational goals through effective teaching and learning process. Motivation enhances job performance. When teachers are not motivated their level of commitment may be low and the objectives of the school may not be accomplished. People who are motivated exert a greater effort to perform than those who are not (Ud din, Tufail, Shereen, Nawaaz, and Shahba z, 2012).

According to Ud Din, *et al* (2012), motivation is an internal state that stimulates expresses and sustains behavior for a certain period of time towards a goal. It is a desire or drive within a person to achieve some goal. To motivate others is one of the most important management tasks because it is about cultivating human capital. Motivation work is very essential in the lives of teachers because it forms the fundamental reason for working (Nwachaka, 2006). Motivation of teachers to retain them at their work places through material and psychological needs is necessary as pay on its own does not increase it (Oluoch, 2006). Thus, teacher motivation in Saharan Africa is low and it is detrimental to the quality education. Teachers have both intrinsic and extrinsic needs, with the latter not only playing an important part in people's life but also very strong in influencing a person's life (Ud Din, *et al.*, 2012). Therefore, schools should build on and enhance the intrinsic for teachers to teach effectively, and supply some extrinsic motivation along the way for improvement. The main determinant of teacher motivation according to Benneell and Ntagamba (2008) include pay and other material benefits, living and working conditions, teacher training and continuous professional development. School workers continue to be paid on a standardized salary scale and districts continue to allocate funds on a per pupil basis (Whohlstetter and Mohrman, 1993).

Successful schools with high enrolment get more resources even for infrastructure and development. Monetary rewards are not the only extrinsic motivation available. Others include sabbaticals or opportunities to pursue fulltime studies or being a prestigious mentor teacher position guiding less experienced ones. Teachers further their education through professional conferences classes at colleges and universities or are involved in teacher networks focused on some aspects of teaching and assessment. Intrinsically teachers and school workers get motivated when their students achieve. Principals cannot succeed without accepting that they must depend on their staff though team building (Louise, Leithwood, Anderson and Walstrom, 2010). Besides, people are organizations' lifeblood without whom there is no organization (Obondo, *et al.*, 2005). For effective school operation teachers are some of the most important human resources and principals influence positively the respect accorded to teachers' participation in decision affecting them (Yang, 2005). In her study on the challenges and strategies for management in enhancing teacher motivation in public secondary schools in Kisumu West District with focus on strategies used by management in motivating teachers, Omboto (2013) recommended that Parents Teachers Association funds meant for teacher motivation be effectively used to enhance their motivation. However, it is not clear if principals are collecting and using these funds as recommended. Therefore, this study sought to establish the contribution of School Administrators through quantifiable expenditure on

welfare of teachers and rewards for remedial teaching, in an effort to enhance students' performance. In a study by Omboto (2013), a population of 33 Principals, 33 Deputy Principals, 33 Chairmen of Boards of Management, 451 teachers, and 1 Sub County Quality Assurance Officer were used. Unlike this study Omboto (2013) study did not use students as respondents. Whereas the study interviewed both the Sub County Quality Assurance Officer and the Chairmen Boards of Management this study used Focus Group Discussion with the students, questionnaires with the Principals, and interviews with Deputy Principals, Head of Departments and 2 Sub County Quality Assurance Officers. In a study on the role of principals in the promotion of girl child education in Mixed Day Secondary Schools in Rongo- Ndhiwa District Kenya. Adoyo (2013) noted that principals are charged with the responsibility of securing personnel, since they are involved in their recruitment. Whereas the study examined the principal's involvement in personnel recruitment, it did not examine teacher motivation after their employment especially in regard to funding workshops for teacher professional growth, payment of remedial teaching services, the focus of this study. In the context of Gbollie and Keamu (2017) motivation is what gets you going, keeps you going and determines where you are trying to go. It is a fundamental recipe for academic success, stimulating desire and energy in people to be continually interested and connected to the job, role or subject to make an effort to attain a goal. In this study initiated by Administrators to offer tea as early as 6a.m. makes teachers to come early to school to teach, have breakfast and pursue more lessons past 6p.m. because supper is also offered. Extra teaching is sustained as long as Administrators keep on offering incentives and is further sustained and cupping it up when students' produce quality grades. In a nutshell good students' performance also motivates teachers directly, since they become more than willing to sustain this activity.

Conceptual Framework

A Conceptual Framework that guided this study is according to Frankeal and Wallen (2001), a mental or visual picture that a researcher develops to show relationships between and among concepts or variables (Figure 1).

In the wake of emphasis on schools' performance in national examinations, a lot of focus is directed towards the mean grade of C+ and above, leaving other areas of management unattended. Yet aspects of management among other things involve relating resources to the objectives (Paisley, 1993, as cited in Commonwealth of Learning and the Southern African Development Community of Education, 2000). The study attempted to examine how Administrators-independent variables - (Hunt and Ellis, 2004) contribute to students' academic performance. Independent variables are characteristics that probably 'cause' or influence or affect outcome (Creswell, 2003), whereas dependent variables are those that depend on the independent, are the outcomes or results of the influence of the independent variable. Students' academic performance is dependent on School Administrators' contribution to teacher motivation. The independent variables were computed against outcomes such as K.S.C.E. mean Scores. Contribution to teacher motivation was measured by authorization of and cash expenditure on textbooks, meals and renovation and construction of buildings. According to Adeyinka, Asabi and Adedotum (2013), Omboto (2013), Gitonga (2012) and Barasa (2015), Administrators' contribution to teacher motivation enhanced students' academic performance.

RESEARCH METHODOLOGY

The research designs for this study were descriptive survey and correlation. The study population was 4874 and consisted of 58 Principals, 58 Deputy Principals, 58 Heads of Departments, 4640 Students, 58 Chairpersons of the Boards of Management and 2 Sub- County Quality Assurance and Standards Officers. Fisher's formula was used to determine sample size of 355 students. Saturated sampling technique was used to sample Principals, Deputy Principals, Chairpersons of the Boards, Heads of Departments, and Quality Assurance and Standards Officers. Questionnaire, Observation Checklists, Document Analysis Guide, Interview Schedules, were used to collect data on Administrators' contributions. Face and content validity of research instruments were determined by experts in Educational Administration.

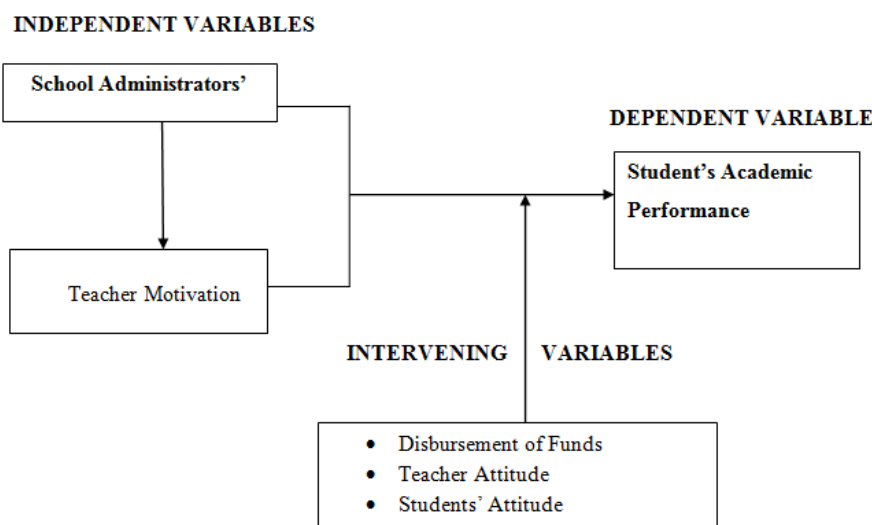


Figure 1. School Administrators' Contribution to Students' Academic Performance in Secondary Schools in Emuhaya and Vihiga Sub -Counties

Reliability of questionnaire was determined by piloting in 6 schools and a coefficient of 0.7 at p- value of 0.05 was set. Quantitative data was analyzed using frequency counts, means, percentages and regression analysis. Qualitative data was analyzed for content in emergent themes and sub themes.

RESULTS

Demographic Characteristics of Respondents: Demographic characteristics of School Administrators in Emuhaya and Vihiga Sub Counties as reported by Principals (n=52) were as follows:

Table 1. Demographic Characteristics of Secondary School Administrators

Characteristics	Frequency (f)	Percentage (%)
Gender:	22	42
Female	38	58
Male	58	100
Total	01	02
Age in Years:	23	45
31 – 40	28	53
41 - 50	52	100
Above 50		
Total		
Teaching Experience in Years		
6 – 10	01	02
11 – 20	10	20
20 – 30	33	63
Over 30	08	15
Total	52	100
No. of Lessons taught per week		
Less than 6	05	10
6 – 12	15	27
Over 12	32	63
Total	52	100
Experience as Administrator in Years		
Less than 1	01	02
1 – 2	05	10
2 – 4	07	14
Over 5	22	43
Over 10	17	31
Total	52	100
Highest Level of Education:		
Master's Degree	13	25
Bachelor's Degree	38	73
Diploma	01	02
Total	52	100
Management Courses Attended		
KEMI / KESI	48	92
Non Attendance	04	08
Total	52	100

Source: Field Data, 2016

KEMI- Kenya Education Management Institute

KESI- Kenya Education Staff Institute

From Table 1, it can be observed that 30 (58%) of School Administrators were male whereas 22 (42%) were female, with 28 (53 %) being aged above 50 years. This implies that the gender parity had not been realized in secondary school administration, with majority retiring in the next 10 years. However, 23 (45%) of the Administrators were aged between 41 – 50 years with only 1 (2%) aged below 40 years. Further, 33 (63%) Administrators had teaching experience of between 21 – 30 years, implying that they had been in the teaching profession for some time to understand how schools run. Similarly, 10 (20%) Administrators had a teaching experience of between 11 – 20 years, while 8 (16%) have a teaching experience of over 30 years meaning that they had matured in the profession. Concerning one's experience as an Administrator, 22 (43%) reported that they had over 5 years of experience in Leadership, while 17 (31%) had over 10 years.

Only 7 (14%) had an experience of between 2 – 4 years. Job experience is defined as length of experience in a given occupation (Mac Daniel, Schmidt and Hunter, 1988). Studies have shown correlation between job experience and job performance to be positive. In the context of Rice (2010), experience matters, but more is not always better. The impact of experience is strongest during the first few years of principals' leadership during which everyone wants to commit more funds on school activities, after that marginal returns diminish. As concerns the Number of lessons taught per week, 32 (63%) of the Administrators reported that they taught over 12 lessons per week. This is in keeping with TSC policy on Curriculum Instruction that ensures that School Administrators are in touch with what goes on in the classroom. Further, 15 (28%) of the Administrators indicated that they taught between 6 – 12 lessons a week, whereas 5 (10%) taught less than 6 lessons a week.

In terms of the highest level of education attained, majority (73%) of Administrators had a bachelors' degree while 13(26%) and 1 (2%) had Masters' degree and a Diploma respectively. In so far as attendance of Management Courses was concerned, 40 (76%) School Administrators had attended Management Courses. This implies that majority of School Administrators are endowed with management skills gained from these training. Table 1 is important to this study in that it gives credibility of respondents used. Characteristics such as age show maturity levels of Administrators, Gender shows that information was obtained from both male and female. Gender of respondents indicates that leadership in schools is held by both male and females implying that both sexes are contributing to students' academic performance. Contribution by female Administrators is mainly channeled to girls' schools, whereas contribution made by male administrators is mainly channeled to both mixed and boys' schools. However, women remain strongly underrepresented in Senior school headship (Fuller, 2017). Although there are changes in the number of women holding senior leadership positions in secondary schools, a man teacher has a greater chance of being a head than a woman (Coleman, 2005). Women are favored as heads in all girls' schools. Becoming a woman head of a co-ed or boys' schools was comparatively difficulty. With most of the School Administrators being above 41 years, it is expected that they are mature and credible enough to give trusted responses that can be relied on. Those below 41 years still have expectations in life. With 68% of the Administrators having a teaching experience of over 20 years, they understand what teachers are expected to do especially as concerns preparation of teachers' professional records. Therefore, such Administrators are bound to be knowledgeable enough to supervise teachers under them. It is the policy that the principal must teach a number of lessons. As noted over 90% of Administrators teach between 6 – 12 lessons a week. This enables them understand the kind of teaching learning resources needed for proper curriculum implementation. They have a taste of what goes on in the classroom and prepare, use and maintain teachers' professional records such as Students' Progress Records. Head teachers should have manageable teaching loads so as to deal with paperwork in the offices (Sherrington, 2013). Workloads for Principals can have detrimental effects on the quality of teaching, the support they can offer to colleagues, and their health. Overloaded principals would be incapable of effectively carrying out their core work of administration (Ingvarson, Kleinhenz, Beavis, Barwick, Carthy and Wilkison, 2005).

Experience is what you gain when you are in the field (Nandwah, 2011). Having been in the school system long enough both as teachers and leaders, Administrators are capable of evaluating themselves better in terms of supervising staff under them. This experience enables them to understand what motivates and demotivates teachers within these schools, the essence of providing the necessary adequate Teaching learning resources, and ultimately providing adequate space to house these essential materials. Work experience is related to job performance (Quinones, *et al.* 1995). With 73% of the Administrators having a Bachelor's degree, it is expected that they have a deeper understanding of what needs to be acquired in so far as Curriculum teaching learning materials are concerned, how to interact with and supervise teachers for the sake of enhancing students' academic performance. Higher education plays an important lesson in enhancing personal achievement in one's career. Higher college graduates contribute more than others to social wellbeing in terms of efficiency (Baum and Payer, 2005). A knowledgeable, honest and satisfied teacher will command respect and produce hard working, efficient and honest citizens (Shah, 2007). With knowledge acquired in school management, Administrators are expected to buy the right Instructional materials for curriculum implementation, build classrooms and other physical facilities to provide space for students, do classroom visitations to monitor, motivate and inspire teachers to enhance students' academic performance. KESI was a product of the Mungai Report of 1978. Currently KESI has been transformed into KEMI which offers In-service training to Principals, Deputy Principals and Head of Departments in schools, but does not prepare teachers aspiring to be Principals. Courses are offered in 2 weeks (April, August and December) which seems to be too short (Nandwah, 2011).

Table 2. Students' Population

Category	Frequency (F)	Percentage (%)
Below 200	06	12
201-300	12	13
301-400	10	19
401-500	09	17
501-600	06	12
601-700	06	12
Above 701	03	05
Total	52	100

Source: Field Data, 2016

School Data: The study was conducted in 58 secondary schools of which 35 were from Emuhaya Sub – County and 27 from Vihiga Sub – County. Out of these 43 were mixed day schools, 10 girls' schools and 5 boys' schools. The students' population was as shown in Table 2.

Table 3. School Mean Scores of Students' Academic Performance in K.C.S.E 2016

School's Performance Index	Frequency (f)	Percentage (%)
1.00-2.00	00	00
2.01-3.00	11	21
3.01-4.00	25	48
4.01-5.0	08	15
5.01-6.00	04	08
6.01-7.00	03	06
7.01-8.00	00	00
8.01-9.00	01	02

Source: Emuhaya and Vihiga Sub County Offices, 2017

From Table 3 it can be seen that 6 (12%) schools had students' population of below 200 students, with another 6 (12%) having

between 501 – 600, and another 6 (12%) having a student population of between 601 - 700. Only 12 (23%) schools had a student population ranging between 201 – 300, and another 10 (19%) schools had a population ranging between 301 – 400 students. Further, it can be noted that 9 (17%) schools had a population of between 401- 500 students, while 3(5%) schools had a student population of above 700. School population cuts across board where School Administrators are making contribution right from schools with low population to schools with large population. Therefore, the study gives realistic data on Administrators' contribution at various levels regardless of school population. This then makes a true representation of contribution of principals in both Emuhaya and Vihiga Sub - Counties. With a high population the principal has ample financial support from both Ministry of Education and parents to provide Teaching and learning resources such as textbooks. Extra funds received can also be used to construct needed physical facilities such as science laboratories so as to expand access, employ extra personnel such as security firms to secure that which they have acquired, and even create unauthorized boarding sections for form four students. With extra physical facilities, teaching and learning resources students are expected to perform better. On the contrary schools with low population leave Administrators with tied hands because of lack of money. From Table 3, it can be observed that only 4 (7.7%) schools obtained mean score of above 6.01(C Plain) implying that 48 schools had below average mean score. This raises concern given that School Administrators are the custodians of school resources bestowed upon them to utilize in the enhancement of students' academic performance. The outcome of stakeholders' investment in education is evidenced in students' academic performance. Poor results often cast aspersions on the kind of Administration in place, hence the need for this study to find out the efforts of Administrators' contribution in enhancing students' academic performance.

Research Question: What is the contribution of School Administrators to Teacher motivation in the enhancement of Students' Academic Performance?

Table 4. Administrators' Expenditure on Teacher Motivation, from 2013 -2016

Administrators' Contribution to Teacher /Motivation (Kshs in Millions –value addition)	Frequency (f)	Percentage (%)
Less than 2.00	06	11
2.01 – 4.00	20	38
4.01 – 6.00	17	32
6.01 – 8.00	04	07
8.01 – 10.00	03	06
10.01 – 12.00	01	02
12.01 – 14.00	00	00
14.01 – 16.00	00	00
16.01 - 18.00	00	00
Above 18.01	01	02
Totals	52	100

Source: Field Data, 2017. Key: Kshs – Kenya shillings

To determine the contribution of Administrators' to Teacher Motivation, Administrators' ratings from actual expenditure on Workshops, Meals, Remedial Teaching, Quality Grades, and Academic Trips were computed. The results were as shown in Table 4. From Table 4, it can be noted that 6 (11%) Administrators spent a total of less than 2 million on teacher motivation during the period between 2013 to 2016 in Emuhaya and Vihiga Sub – Counties, while another 20 (32%) spent between 2.01 – 4.00 million on the same.

Table 5. Regression Analysis of Administrators' Contribution to Teacher Motivation in the enhancement of students' academic performance (n=52)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.794 ^a	.631	.623	.76677	.631	85.322	1	50	.000

Table 6. ANOVA of Administrators' Contribution to Teacher Motivation in the enhancement of students' academic performance

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	50.163	1	50.163	85.322	.000
1 Residual	29.397	50	.588		
Total	79.560	51			

Table 7. Linear Regression Analysis of Administrators' contribution to Teacher Motivation in the enhancement of students' academic performance (n = 52)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.423	.190		12.742	.000
	Teacher motivation (Value addition)	.307	.033	.794	9.237	.000

Similarly, whereas 17 (32%) Administrators spent between 4.01 – 6.00 million on teacher motivation, only 5 (7%) spent between 6.01 – 8.00 millions on the same. It can also be observed that while 3 (6%) School Administrators spent between 8.01 – 10.00 millions on funding Workshops and Seminars, Meals, Remedial Teaching, cash awards for Quality Grades, and funding Trips to celebrate Kenya Certificate of Secondary Education results, another 1 (2%) and another 1 (2%) contributed between 10.01 – 12.00 and over 18 million respectively. To establish the contribution of School Administrators to Teacher Motivation in the enhancement of Students' Academic performance, students' performance was regressed against contribution of school administrators to teacher motivation. The results were as shown in Table 5.

From Table 5, it can be noted that there was a strong, positive and significant relationship between the Administrators contribution to teacher motivation and students' academic performance ($r = .794$, $p < 0.05$) Administrators' contribution to teacher motivation accounted for 62.3% of students' academic performance as signified by the Adjusted R Squared co-efficient of .623. This means that when Administrators provide meals and sponsor academic trips teachers get motivated to work harder to improve performance. Administrators who offer meals to teachers retain them in schools for purposes of teaching to enhance learner performance. Efforts of Administrators to sponsor teachers' In-service trainings and pay for quality grades attained in Kenya Certificate of Secondary Education examinations among other issues, motivates teachers to improve on students' academic performance. School administrators' contribution to teacher motivation is adding value as signified adjusted R^2 .623. Providing meals to teachers in schools ensures that they are available to do extra teaching or are available for consultation by learners. Meals provided in these schools included Morning tea, 10 o'clock tea, lunches, 4 O'clock Snacks, and in some Supper, implying that where this was done teachers only went back to their houses to sleep. Principals' contribution to teachers' meals in terms of actual expenditure ranged between Kshs. 3000 to 7500 in a week with funds being sourced from Boarding Vote Head. In her study on influence of teacher motivation on performance in Kenya Certificate of Secondary Education in public secondary schools in Imenti South District,

Kenya, in regard to objective number 2 which sought to establish whether working conditions of the teachers has influence on Kenya Certificate of Secondary Education performance, In the study 62% of the teachers strongly agreed, and 37% agreed that when schools provide lunch and tea to teachers, they get motivated and work better. In the present study Administrators' contributed an average of Kshs. 2.234 million to teacher motivation by authorizing and spending on teachers' meals between years 2013 – 2016 per secondary school in Emuhaya and Vihiga Sub Counties. In this study Administrators' contribution to teacher motivation had a strong, positive relationship with students' academic performance as confirmed by r of .794. To confirm whether Administrators' contribution to Teacher Motivation was a significant predictor of Students' Academic Performance ANOVA was computed and the results were as shown in Table 6. From Table 6 it can be observed that Administrators' contribution to teacher motivation was a significant predictor of Students' Academic performance ($F(1,50)=85.322, P<0.05$). Interview findings with teachers on teacher motivation indicated that teachers were moderately motivated with a mean rating of 2.85. A questionnaire adapted from Jonda (2001) on how to identify and overcome personal barriers was used to obtain that score. The study further sought to establish the actual contribution of Administrators' to Teacher Motivation. A linear regression Analysis was computed as shown in Table 7. Regression Equation obtained from Table 4 is:

$$Y = \beta_0 + \beta_1 X_1 + \dots \sum$$

$$\text{Students' Academic Performance} = 2.423 + .307x.$$

From Table 7, it can be observed that for every one unit increase in teacher motivation there will be increase in mean score by .307 units. For example if school X is teacher motivation (value addition) was 19.10 then, students performance would be as follows: students performance = $2.423 + .307 \times 19.10$, which is 8.2867, the School's Mean Score. School administrators' contribution to teacher motivation was measured in terms of expenditure on teachers' meals, academic trips, in-service trainings among others. This means that teacher motivation (value addition) as a contribution of school administrators can be used to predict students' academic performance, as witnessed through the regression equation.

DISCUSSION

Aspects of Administrators' Contribution to Teacher Motivation under this study were: offering monetary rewards for quality grades obtained in Kenya Certificate of Secondary Education, issuing letters of recommendation to teachers who excel, funding workshops, seminars, Science and Mathematics Secondary School Education (SMASSE) programs for purposes of improving performance, providing teas and lunches for purposes of motivating teachers, paying for setting and marking exams, paying for extra lessons taught beyond the timetable, issuing certificates of good performance to teachers, funding teachers' academic trips to celebrate quality Kenya Certificate of Secondary Education results / grades, attending to teachers' welfare, allowing teachers' time out for studies and funding academic trips for benchmarking. In a study by Mose (2015), on effects of Teacher motivation on students' academic performance in Kenya Certificate of Secondary Education. in public secondary schools in Manga, Sub –County Nyamira Kenya, with focus on finding out the effect of conducting Seminars, Conferences and Workshops for Teachers on teacher motivation, the study concluded that such trainings exposed teachers to new knowledge making them motivated to improve students' performance. The study narrowed itself on the effects of conducting seminars, workshops and conferences on teacher motivation without giving details on the amount spent on these trainings. This study sought to find out the contribution of Administrators' to teacher motivation with focus on amount spent on seminars, workshops and SMASSE Programs. This study found out that on average schools spent Kshs.0.32 million during the years 2013 – 2016 on funding teachers' workshops, seminars, SMASSE programs, and In-service trainings. In agreement, Adeyinka, *et al* (2013) observed that In-service training had a significant effect on students' academic performance in Mathematics, implying that In – Service Programs had direct impact on students' academic performance. In essence when they come back from these trainings, they are energized and have the drive and move with interest to transfer new skills learned to students' hence, performance is enhanced. Head teachers should support teachers to attend seminars so as to obtain some insights.

However, Adeyinka *et al.* (2013) study focused on one subject. The present study covered all subjects and any other training that the teachers may have been supported to engage in with quantified expenditure. Motivated teachers have inner drives which prompts them to act in certain ways, directing their behavior towards particular goals, in this case students' academic performance. With these increased effort and energy teachers then get determined to give their best to achieve maximum output leading to increased learner performance (DoubleGist, 2017). Motivated teachers need not be prompted to attend lessons, especially remedial ones. In fact from this study, teachers are keen not to miss these extra lessons. They 'fight' over them because there is a regular reward or a good meal at the end of the exercise. Between years 2013 – 2016 Administrators in Emuhaya and Vihiga Sub – Counties spent on average 1.96 Million on Remedial teaching and extra lesson taught beyond the time table, being amount paid to teachers to motivate them. It is disguised as amount paid for transport, yet it is meant to induce them. According to Murithi (2015) the practice of sponsoring teachers to attend academic workshops and seminars accounted for 63% as initiatives for teacher motivation as reported by the principals in Tigania West Sub County. Attendance of SMASSE Project Seminars which

emphasizes on learner centered preparation and presentation of lessons makes students' interested in science subjects thereby leading to better performance. However, Murithi (2015) study did not quantify the amount Principals spent on SMASSE training programs, the focus of this study. Professional growth and development of teachers can also help overcome shortcomings and keep teachers abreast of new knowledge in the field (UNICEF, 2010) thereby having a direct impact on students' achievement. In support Anderson (2000) as cited in Murithi (2015) study noted that teachers supported with In-service as well as external workshop trainings improved significantly in their abilities to use child centered teaching and learning behaviors. Collectively when teachers are sponsored for a trip to celebrate results they get motivated. Similarly, when specific teachers are offered monetary rewards for quality grades attained, they also get motivated besides instilling in them high levels of competition for such rewards. In this study amount of cash spent on quality grades between years 2013 – 2016 on average in Emuhaya and Vihiga Sub – Counties Secondary Schools was Kshs. 0.40 Million. Those who miss out on monetary rewards strive to obtain these awards next time, thereby creating healthy competition in the system. Likewise, there was evidence in the study showing teachers competing to teach extra lessons off the timetable because there is immediate cash payment of between Ksh. 100 and Ksh. 250 for every lesson taught. This has its origin in Johnson's 1986 Expectancy Theory of Motivation which states that individuals are more likely to strive in their work if there is an anticipated reward that they value such as bonus or a promotion than if there is none (Omboto, 2013). Monetary rewards are major rationale for working (Gitonga, 2012). Teachers who are paid more stay longer in teaching, and essentially get motivated to enhance learners' performance.

In the Barasa (2015) study on influence of teacher motivational strategies on students' improved academic performance in Day secondary schools in Trans Nzoia West District, out of the 224 Teachers used as respondents 44% agreed with Principals' giving awards to teachers to promote Students' academic performance, while 40% of the respondents agreed to get rewards upon good students' performance. This form of recognition makes teachers get motivated upon receiving cash or physical rewards for work done, and is supported by Perumal (2011) as cited in Barasa (2015) study who observes that an employee recognition program may include cash prizes or additional paid vacation days as part of the reward being recognized. Although, Barasa (2015) found out that most teachers in Trans Nzoia West lacked motivation in their work accounting for the low performance in schools, this study has established that there is a strong relation between School Administrators' contribution to teacher Motivation and students' academic performance as signified by the r of .794. The focus of Barasa (2015) study was on employee recognition program, making it narrow and not quantifiable in terms of expenditure. This study checked and quantified expenditure on teachers' meals during the period 2013 – 2016 years, and found out that besides being significant it had influence on students' academic performance. Gitonga (2012), concluded that conducive learning environment such as provision of meals motivates teachers to enhance students' performance. Gitonga (2012) study did not use interviews with the Principals on the amount that they committed and spent on teachers' meals in secondary schools as was done in this study. Rather she concentrated on whether the working conditions of the teachers with provision of meals being one of them, had influence on

Kenya Certificate of Secondary Education examination performance. In her study on challenges and strategies for management in enhancing teacher motivation in Public secondary schools in Kisumu West District under strategies used by school management in monitoring teachers, Omboto (2013), recommended that; letters for promotion be given to teachers, administrative responsibilities such as the post of class teacher or games teacher, reward system in recognition for achievement for example certificates of appraisals, trips etc. be given after Kenya Certificate of Secondary Education examination results are out and finally teachers be involved in decision making e.g. management of students' discipline. She further recommended that Parents Teachers Association funds meant for teacher motivation be effectively used to enhance their motivation. Recognizing best teachers of the year motivates and always inspires them.

The mean rating for the reward system given was 4.0, taking the form of financial cash money tied to the grades obtained in Kenya Certificate of Secondary Education examinations with the amount varying depending on the grade obtained. Teachers even calculate before the end of year results are out. Omboto (2013) study did not check the actual amount spent on quality grades attained, and how it contributed to teacher motivation and consequently enhancing students' academic performance. As recommended by Gitonga (2012) study, Boards of Management and Teachers Service Commission should improve on teachers' intrinsic motivation by recognizing teachers for their achievement by writing recognition letters, and by providing teachers with opportunities for professional growth. Professional growth and advancement in itself is motivating, and where Administrators support Seminars and individual studies, teachers feel appreciated and therefore strive to support learners to achieve better results. Academic trips to celebrate Kenya Certificate of Secondary Education examinations results in the 2 Sub- Counties take the form of 'meet together' with members of Board of Management to brain storm. Locations visited by some schools included Roddy's Hotel and Guji's Corner in Vihiga County, Bishop Nicholas StamPastoral and Animation Centre in Kakamega County, Nairobi, Busia, Nakuru, Mombasa, and even Kampala in Uganda. Interview findings with Head of Departments revealed that Principals motivated teachers in many ways. Head of Departments said, "Our Principals support teachers to attend subject seminars, drama workshops, and other academic trips to celebrate quality Kenya Certificate of Secondary Education examinations results. SMASSE participation for teachers of science subjects is a must, and in both occasions money for transport and lunch is offered."

This information was further collaborated by Chairpersons Boards of Management. They said thus to concerning teacher motivation: "In our annual school budgets we ensure that we commit certain funds towards teachers' academic trips and awards for quality subject grades in terms of students' academic performance. We also ensure that cash for their daily morning teas, lunches and evening meals is considered." Personal visits to schools by the researcher witnessed teas and lunches being served in the staffrooms, confirming that Principals were providing these meals in order to motivate teachers to enhance students' academic performance. Focus Group Discussion with students confirmed that teachers are sponsored to attend In-service courses. For instance one student said, "whenever a teacher is absent from school the Principal makes an announcement on the assembly explaining the

seminar he or she has gone to attend." Document Analysis Guide revealed that for the period 2013 -2016 years an average school's expenditure on academic trips was Kenya Shillings 0.09 million and on teachers' meals Kenya Shillings 2.234 million, among other aspects of Administrators' contribution.

According to Orji (2014) teacher motivation provides the desire in students to learn, and that working conditions of teachers are closely related to learning conditions of students. Teacher Motivation is a term that applies to entire class of drives, desires, needs and wishes initiated for teachers by in order to induce them to act in a desirable manner, in this case enhance learner performance. Under this objective the drives, desires, needs and wishes initiated by Administrators in the study included the following: regular payment of remedial lessons taught, cash awards for quality grades attained in Kenya Certificate of Secondary Education examinations, bonus on In-service training, sponsoring academic trips to celebrate results, and providing meals to teachers. Contribution of Administrators to teacher motivation was not by chance as it was evidenced by the motivation cues such as: variety of meals provided, the number of In-service trainings that teachers attended, educational trips undertaken after release of Kenya Certificate of Secondary Education examinations results and rewards for quality grades obtained. Interview findings with the Principals showed that Principals committed cash to be spent on quality academic grades attained by students as rewards to teachers. More cash was committed and spent on teachers' academic trips to celebrate Kenya Certificate of Secondary Education examinations results in recreational destinations such as Kampala in Uganda, Mwanza in Tanzania and Mombasa in Kenya. Evidence from Document Analysis Guide showed that Boards of Management allocated funds for academic trips and teachers' meals in the school budgets. Minutes of the Boards of Management discussions on teachers' academic trips supported Administrators' efforts in contributing to teacher motivation. This finding agreed with the findings of other researchers who found out that Administrators' contributions to Teacher motivation enhances students' Academic Performance. However, this study determined the actual contribution of Administrators to teacher motivation in the enhancement of students' academic performance.

Conclusion

School Administrators' contribution to Teacher Motivation in the enhancement of students' academic performance was significant and enhanced students' academic performance. The model can be used to predict students academic performance in schools.

Recommendations

School administrators' contribution to teacher motivation should be enhanced to improve students' academic performance. The Boards of Management should ensure prudent use of funds by school administrators meant to motivate teachers for enhancement of students academic performance. This will guarantee provision of quality education in schools. School administrators' should diversify activities that motivate teachers so as to guarantee optimum teacher motivation for purposes of enhancing students academic performance.

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