

INVESTIGATING RELATIONSHIP BETWEEN MOTIVATIONAL STRATEGIES AND EMPLOYEE PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN KENYA: A CASE OF MAKUENI COUNTY

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ABSTRACT

This study was carried out to investigate the relationship between employee motivational strategies and performance enhancement in secondary schools in Kenya: a case of Makueni County. The study was motivated by continued poor performance of students in secondary schools in Makueni County despite support from the national government. The researcher was of the view that failure to implement motivational strategies could have played a significant role towards declining performance of students in secondary schools. The objective of the study was to establish the relationship between employee empowerment, goal setting and reward strategies towards employee performance. The study was expected to benefit students and school management in understanding the contributions of various motivational factors towards performance. The study used a Mixed Methods Research Design, a type of descriptive survey design which involves collecting, analyzing and integrating quantitative and qualitative research in a single study. It targeted 3000 teachers spread out in 250 schools in Makueni County. Purposive sampling was used to select 26 schools for the study. Stratified sampling was used to categorise the teachers into three groups based on their subject areas. Random sampling was then used to identify one teacher from every subject area. From these schools a sample size of 78 respondents was obtained. A structured questionnaire was used to collect data from the respondents. An interview guide was used to clear areas that did not come out clearly in the questionnaires. Validity of the study instruments was

evaluated through content analysis while Cronbach's alpha technique was used to evaluate the reliability of the research instruments. Data was analysed to generate both descriptive and inferential statistics. A multiple regression model was used to examine the contribution of various motivational strategies towards employee performance. Data was presented in tables and charts and interpretations made based on research objectives. The findings of the study were that there was a significant correlation between employee performance and various motivational strategies adopted by school management. Goal setting had the highest contribution of 36.7% closely followed by employee empowerment at 25.35%, with rewards strategy having the least contribution of 14.2%. On average, employee motivation strategies used in secondary schools in Makueni country had a 25.4% contribution towards employee's performance. The following recommendations were made: that school management identifies relevant motivation factors that meet the needs of their employees before investing in any motivation strategies, in order to get maximum performance benefits; that school management develops appraisal guidelines for appraising the performance of employees and necessary feedback given; that both extrinsic and intrinsic motivators be used, with more emphasis on intrinsic motivators as these were more long lasting than extrinsic motivators; that a further study be carried out to establish the contribution of other factors such as staffing, school management, family support, career ambitions, cultural practices and interpersonal relationships on employee performance.

Introduction

The importance of motivation in enterprise cannot be overemphasized. Singla (2009) sees motivation as a crucial factor in determining the efficiency of an organization. He points out that motivated employees perform at their full capability with the aim of achieving the objectives of the organization. The major reason that leadership and management, the world over, continue to grapple with the problem of motivation is that motivation is the most critical ingredient of productivity (Valencia, 2004). The fact that different employees have different needs, thus necessitating different approaches to motivating them, prompted Valencia (2004) to recommend that good managers know their people well in order to implement multifaceted motivational strategies. The link between motivation and performance has led organizational management to realize that performance depends on the extent to which business and employee interests are aligned and the need to strive to reconcile conflicting interests and mixed motives of both employees and employers (Wilton, 2011). The current study was intended to investigate the contribution of three motivational strategies, namely; Employee Empowerment, Goal-Setting and Reward towards the performance of employees in secondary schools in Makueni County. The contents of this paper consist of the following areas: Background of the study, Statement of the problem,

Significance of the problem, Theoretical Framework of the study, Research Design and methodology, Sampling Procedure, Data collection and analysis, Findings of the Study, Recommendations and References.

2.0 Background of the Study

2.1 Employee Empowerment

Employee Empowerment has been defined as the process of enabling or authorising an employee to think, behave, take action and control work and decision making in an autonomous way (Heathfield, n.d). While concurring with this definition Blanchard (1996) held that empowerment is about not just having the power to act, but also being responsible and accountable. Meyerson and Dewettinck (2012), lent credence to this view by defining Employee Empowerment as the delegation of power and responsibility from higher echelons to lower levels of management. They contended that the core element in empowerment entails giving employees a discretion or latitude to make decisions over certain tasks related to the organization's activities. Heathfield, (n.d) views employee empowerment as the process of enabling or authorising an employee to think, behave, take action and control work and decision making in an autonomous way. Oldham (n.d) shares in this view in noting that employee empowerment involves giving employees authority, autonomy, trust and encouragement to accomplish a specific task.

The concept of employee empowerment borrows heavily from McGregor's ideas in Theory Y (Adair, 2009). In this theory McGregor suggests that empowering employees does inculcate self-control and self-direction in their pursuit of organizational goals without fear of external control or punishment which ultimately promote creativity and hence productivity. Lashley (2012) affirms that the distribution of power over organizational resources with more participative forms of empowerment or the ability to influence decisions may provide an environment favourable for the development of a sense of personal self-efficacy which enhances performance.

Meyerson and Dewettinck (2012) have argued that empowering employees with confidence, participation in decision making, and shrinking of the borderline between management and employees enhance productivity, performance and job satisfaction. Mehrabani and Shajari (2013) identified a positive relationship between employee empowerment and employee effectiveness and pointed out that the act by management to empower their employees through sharing power, giving visibility and credits does lead them to be more productive and exploit their full potential.

Dobre (2013), while recognizing the importance of empowerment as the main driving force in employee performance, noted that empowering employees includes giving them more authority and freedom to make decisions regarding their work. Having more control over their work and making decisions concerning their work makes employees feel appreciated and that the feedback on their performance is valuable for the overall performance of the organization, a fact which encourages growth and productivity (Dobre, 2013). Griffin (2006) is in agreement with Dobre (2013) when he contends that employees who are empowered and given a voice in making decisions about their work may be more committed to executing their decisions properly.

2.2 Goal-Setting

Goal-Setting Theory is widely accepted as the most valid and useful among motivation theories in industrial and organizational psychology, human resource management, and organizational behaviour (Podmoroff, 2005). Joyner (2012) concurred with this assertion and held that Goal-Setting theory is widely regarded among the top management motivation theories and the most valid approach to work motivation. Latham and Locke (1990), in the 'A Theory of Goal-Setting and Task Performance' argued that specific and difficult goals led to better task performance than vague and easy goals. Lunenburg (2011) seems to be in agreement with Latham and Locke (1990) when he noted that employees were most effective in their job performance when there were specific and challenging goals which were linked with feedback and could be used to measure performance.

Bauer and Erdogan (2012) have identified four reasons why goal-setting motivates employees, namely; that goals give direction and tell employees what to focus on; that goals energise employees and urge them not to stop until the goal has been achieved; that goals provide a challenge to employees in the sense that once they achieve the goals set, they have a feeling of satisfaction derived from accomplishing the given goal; and that SMART(Specific, Measurable, Achievable, Realistic and Time-bound) goals urge employees to be more creative and innovative, thus designing better ways of accomplishing the tasks given.

While extolling the importance of specific and challenging goals Lunenburg (2011) pointed out that such goals created employee commitment and acceptance of their work and led to increased performance. Lunenburg (2011) identified the concept of self-efficacy, the belief that one has the ability to accomplish a given task, as a major factor driving the attainability of set goals, noting that successful goal setting depended on whether or not this key factor was inculcated in the employees. Podmoroff (2005) too, observes that employees were motivated by clear goals and appropriate feedback and went on to list out principles of goal-setting as clarity, challenge, commitment, feedback and task complexity.

The crucial role played by goal-setting in organizational management was not lost to Karvelas (2002) who attributed most performance problems at work to employees' lack of clear goals or an understanding of their expectations. Karvelas (2002) saw a relationship between effective goal-setting and an increase in self-confidence and a reduction in performance anxiety which led to achievement of goals. He recommended that the task of goal-setting be a collaborative affair between employees and management, arguing that employees were more motivated if their goals were self-determined, clear, agreed with their supervisors and personally challenging.

2.3 Reward

Reward in motivation theory is considered as the most obvious strategy for promoting employee performance (Jensen, McMullen & Stark, 2007). Rewards may be structured into either extrinsic or intrinsic (Ordham, n.d). Extrinsic rewards are those forms of motivation in which the motivational stimulus comes from outside the individual (Ordham, n.d). They involve tangible rewards such as pay, bonuses, promotions, time-offs and even verbal praise. Intrinsic rewards, on the other hand involve those forms of motivation in which the motivational stimulus is self-administered and comes from within the individual (Ordham, n.d). These include intangibles such as the inner satisfaction one gets by doing what he loves and feels passionate about (Broder, 2013).

In contemporary society compensation in terms of salary, perks or other tangible rewards and benefits constitute the most common form of extrinsic motivation (Broder, 2013). However, these are not the only motivators. Broder (2013) also identified forms of intrinsic motivation, such as the feeling of satisfaction derived from the challenging work, love and passion that an employee has for the work, as important.

Studies done in Kenya by Munjuri (2011) and Messah and Kamencu (2011) have further strengthened the position that performance-related pay has the greatest impact on employee performance. This contention is supported by Wekesa and Nyaroo (2013) when they averred that teachers in the teaching service in secondary schools in Eldoret Municipality were demoralised because the compensation policy in place was not contingent on performance. A study by Katua, Mukulu and Gachunga (2014) on compensation in the banking sector in Kenya showed that reward and compensation had positive effects on performance of employees and recommended that commercial banks embrace the use of financial and non-financial rewards and other performance-related pay schemes to improve on employee performance.

The power of reward in enhancing employee performance was also recognized by Shields (2007) when he identified three purposes of reward, namely; to attract the

right people for the right jobs at the right time; to retain the best people by recognizing and rewarding their contribution and to motivate employees to contribute to the best of their ability. Shields (2007) recommended that, for effective performance of employees management ought to put in place a performance and reward management system that encouraged employees to consistently demonstrate those types of work behaviours that supported the organization's strategic objectives and desired corporate culture.

The strong position occupied by reward in organizational performance has also been voiced by Armstrong (2012) when he asserts that money in the form of pay or some other remuneration constitutes the most obvious extrinsic reward. This, Armstrong holds, has to do with the fact that money is directly or indirectly linked to the satisfaction of many needs and serves as a highly tangible means of recognition. Although this may be the case, Thomas (2009) seems to differ and observes that extrinsic motivation is less important than intrinsic motivation and that the day-to-day motivation is strongly driven by intrinsic rewards.

Motivational strategies would not succeed in isolation after all. Their success would depend on the input of organizational management (Condrey, 2010). According to Condrey (2010), organizational management had the responsibility of motivating employees in particular, in addition to managing human resources in general. Adeniji (2007) concurred with this view and observed that the role of the manager was crucial in tailoring motivational efforts to meet the individual needs of the employees, arguing that motivation occurred only when employees perceived a strong link between value outcomes and meeting performance expectations.

3.0 Statement of the Problem

Secondary schools in Makueni County have continued to perform poorly despite the support they get from the National Government in terms of subsidised school fees and the high quality calibre of pupils who transit from the primary schools to the secondary schools. The Counties Order of Merit in KCSE performance in 2013 placed Makueni County at number 23 out of 47 (KNEC Statistics). The counties KCPE order of Merit for the same year (2013) was 3rd out of 47. In the 2014 National Schools ranking in performance Makueni was only able to place two schools among the top 100 nationally (KNEC Statistics). Although the County management attributes the poor performance to lack of facilities (Mutavi, 2014) the researcher is of the view that failure to implement and sustain motivational strategies by schools' managements to both teachers and students may be, after all, a significant cause of this poor performance. Continued poor performance of students in the county has a negative impact on the long-term socio-economic development of the county. This study sought to investigate the perceived relationship between motivational strategies and

academic performance in secondary schools in Makueni County with a view to recommending appropriate measures to improve on the current state of performance.

4.0 Significance of the Problem

The purpose of this study was to investigate the relationship of three motivational strategies, namely; employee empowerment, goal-setting and reward system and employee performance in secondary schools in Makueni County. This is especially important to the students whose future lies in the quality of grades they achieve at the secondary school level as these determine the kind of courses the students would later pursue in universities and other tertiary institutions. Mansoor (2012) has shown that there is a positive correlation between employee motivation and organizational performance. Singla (2009) is even more specific and observes that motivated employees perform at their full capacity with the intention of achieving the objectives of the organization. Failure to undertake this study would in effect mean that students in Makueni County would continue to underperform and reduce their opportunities for further education and training and hence limit the capacity of the County Government to develop quality human resources necessary for socio-economic development. The long-term effect of this would be to inhibit service delivery and undermine the material wellbeing of its people. The researcher is of the view that findings from this study will help the management of schools in particular and the whole of the education fraternity in general, in Kenya, with the requisite information they require to design policies and programmes needed to improve teachers' performance for the improvement of the future socio-economic welfare of the Kenyan people.

5.0 Theoretical Framework

This study is premised on three theories, namely; Douglas McGregor's Theory Y, the Goal-Setting Theory and The Expectancy Theory.

5.1 Douglas McGregor's Theory Y

The basis of employee empowerment as a motivational strategy seems to take root from Douglas McGregor's Theory Y which lays emphasis on involvement and participative management style rather than the authoritarian management style suggested by theory X (Adair, 2009). In this theory McGregor stipulates that persuasion rather than coercion should be the preferred style of management by enlightened managers as it produces better performance and results and facilitates growth and development of people (Adair, 2009). The theory further suggests that

people will espouse self-control, self-direction and a high degree of ingenuity, imagination and creativity in the achievement of the organizational goals without external control or fear of punishment as long as they are allowed to participate in the management of the organization (Adair, 2009). These attributes are in agreement with the basic definition of empowerment which views empowerment as the process of solving problems of the organization by the people through giving them authority and freedom to make decisions which encourage them to discover and exploit their full potential (Dobre, 2013).

5.2 The Goal-Setting Theory

The Goal-Setting Theory is generally considered as the single most dominant theory in the field of job motivation (Campbell 111, 2007). Specifically, the theory finds wide acceptance as being among the most valid and useful motivational theories in the fields of Industrial and Organizational Psychology, Human Resource Management and Organizational Behaviour (Podmoroff, 2005). First propounded by Edwin Locke in 1968, the theory examines the important relationship between goals and performance (Lunenburg, 2011). In his 1968 article, "Toward a Theory of Task Motivation and Incentives", Locke emphasized the setting of clear goals and providing appropriate feedback as key to employee task performance (Podmoroff, 2005).

In 1990 Gary Latham and John Locke published their book, "A Theory of Goal-Setting and Task Performance" highlighting the importance of setting specific and difficult goals as a prerequisite for enhanced task performance (Podmoroff, 2005). Lunenburg (2011), in support of this view, avers that an individual is motivated to perform when there are specific and challenging goals to be met and the necessary feedback for the individual to gauge whether or not he's realising the goals. Morisano (2010), too concurs with this view when he lays emphasis on the important role that goal- setting plays in socio-cognitive learning models of academic achievement (Podmoroff, 2005).

5.3 The Expectancy Theory

The Expectancy Theory is a management theory of motivation which was first postulated by Victor Vroom of Yale School of Management (Dubrin, 2008). The theory suggests that people will put forth the greatest effort if they expect the effort to generate performance which would in turn lead to a reward (Dubrin, 2008). The theory hinges on three variables; expectancy, instrumentality and valance (Dubrin, 2008). Vroom (1964) defines expectancy as the perceived likelihood that an individual's effort will lead to performance. This performance is dependent on the individual's self-efficacy; the belief that one is capable of accomplishing a task successfully

(Schmidt, 2012). Instrumentality is defined as the perceived likelihood that performance will result to a desired outcome which satisfies the individual's goals. These desired outcomes, which are of value to the individual, are referred to as valence (Schmidt, 2012).

According to Schmidt (2012) and Koontz and Weihrich (2006) peoples' motivation towards doing anything would be determined by the value they attach to the outcome of their effort multiplied by the confidence they have that the performance will materially aid in achieving the goal. This relationship between motivation (M), expectancy (E), instrumentality (I) and valence (V) can be expressed mathematically thus; $M = E \times I \times V$. Nelson (2007) concurs with this view and notes that effort leads to good performance appraisal which in turn leads to a reward which is of value to the individual. Applied to employee performance the Expectancy Theory suggests that an employee will exert his utmost effort if he perceives that such effort will lead to improved performance which would in turn lead to a good reward in the form of enhanced salary, incentives or other benefits.

6.0 DESIGN AND METHODOLOGY

According to Creswell (2013) a research design is a procedure for collecting, analyzing, interpreting, and reporting data in a research study. Labaree (2013), in supporting this view defines research design as the overall strategy used to integrate the different components of a study in a coherent and logical way in order to effectively address the research problem. This study employed the Mixed Methods Research design. Creswell, 2003 defines the Mixed Methods research design as a type of descriptive survey design which involves collecting, analyzing and integrating quantitative and qualitative research in a single study. The main purpose for this form of study is that quantitative and qualitative researches, in combination, provide a better understanding of a research problem (Creswell et al, 2003). Two instruments, namely; a questionnaire and an interview guide were used to collect data for the study.

6.1 Sampling Procedure and sample size.

Purposive sampling was carried out to select 26 schools which, in the opinion of the researcher were a good representative from the diverse geographic landscape of Makueni County. Stratified sampling was used to group the employees (teachers) into three categories, on the basis of the subjects they taught, namely; Science/Mathematics, Languages and Humanities. Random sampling was then used to identify 26 teachers from every category for purposes of being respondents for the study.

Table 3.1 Sampled schools

	Name of school	No. of teachers	Number Sampled
1	Ngoto Boys High School	24	3
2	Mulala Girls HS	24	3
3	Moi Girls Kibwezi	24	3
4	Makindu Sec. School	22	3
5	Matiku Sec. School	22	3
6	Mbuthani Sec. School	18	3
7	Mutanda Girls Sc. School	12	3
8	Kiliku Sec. School	12	3
9	Mbeletu Sec. School	12	3
10	Kyemundu Sec School	18	3
11	Mutaiti Sec. School	22	3
12	Vulueni Sec. School	18	3
13	Kyumbuni Sec. School	18	3
14	Serena Williams Sec. School	14	3
15	Kwangiti Sec. School	9	3
16	Kaliini Sec. School.	9	3
17	Nduundune Sec. School	16	3
18	Tutini Sec School	18	3
19	Good Shepherd Girls Sec School	24	3
20	Kikumini Sec School	22	3
21	Kasikeu Boys Sec School	24	3
22	Kasikeu Girls Sec. School	16	3
23	Enguli Sec. School	18	3
24.	Emali Sec School	14	3
25	Mukameni Sec.School	24	3
26	Barazani Girls Hs	24	3
	Total	484	78

6.2 Data Analysis and Presentation

The data that was collected was pre-processed to weed out any data that would not be used in the analysis. Contradictory and ambiguous data was also sorted out at this stage. Kombo and Tromp (2006) consider data pre-processing as an important stage before such data can be subjected to analysis. Regression analysis was used to analyze data on employee motivational strategies in secondary schools in Kenya, Makueni County. A multi regression analysis was carried out by regressing school performance against employee empowerment, goal setting and reward strategy. The model showed that the governance factors of empowerment, Goal-setting and Reward were good predictors of school performance. The analysis also showed the extent to which each

variable; employee empowerment, goal setting and reward strategy contributed to the dependent variable, school performance.

The analytical Model is expressed below where:

$$Y = \alpha_0 + \alpha_1 X_1 + \alpha_2 X_2 + \alpha_3 X_3 + \epsilon$$

$$Y = \alpha_0 + \alpha_1 X_1 + \alpha_2 X_2 + \alpha_3 X_3 + \alpha_4 X_4 + \alpha_5 X_5 + \epsilon$$

Y= School Performance

X_1 = Employee empowerment strategy

X₂ = Goal setting strategy

X_3 = Rewards setting strategy

α_0 = Constant which shows the level of performance in the absence of any motivational strategy

$$A_i = \{1, 2, 3\} \text{ Regression coefficients}$$

q = Error term

The study was premised on the assumption that the highlighted independent variables explain the dependent variable.

7.0 Research Findings

The study sampled 78 respondents drawn from 26 secondary public secondary schools in Makueni County. Out of the sampled respondents 75 responded while 3 did not respond. This provided a study response rate of 96% as summarized in figure 4.2.

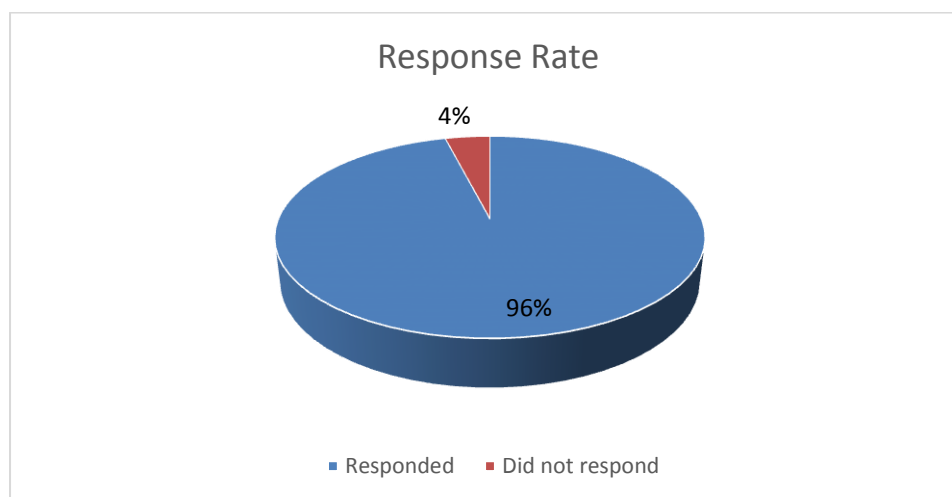


Figure 4.1: Response Rate

From figure 4.2 above, the study recorded a very high response rate of 96%. According to Mugenda (2009), a response rate above 50% is judged as adequate enough for analysis and reporting. The response rate for the study was therefore judged as very good for analysis and reporting.

7.1 Gender composition of the Respondents

The researcher sought to establish the gender demographics of the respondents. The findings are presented in the chart below.

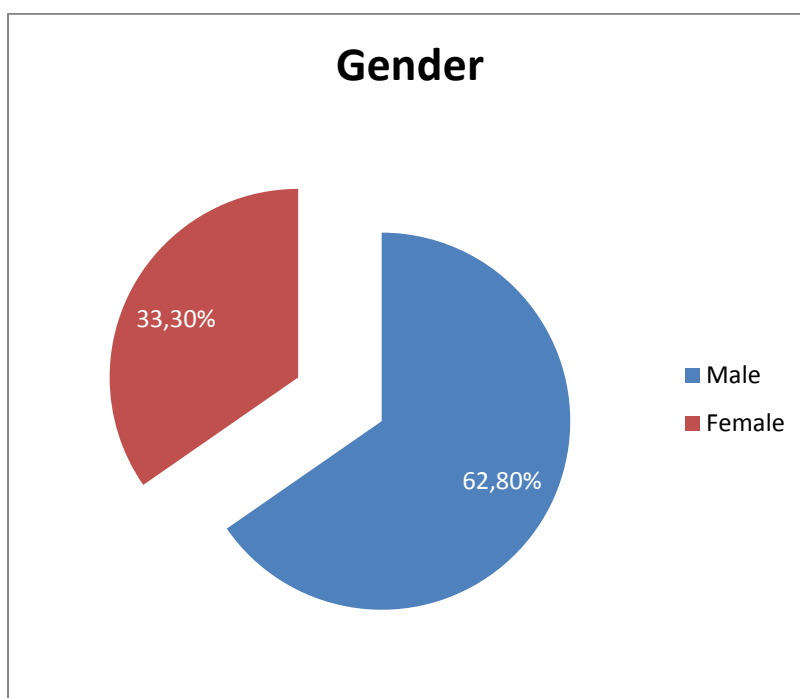


Figure 4.2 : Gender of the respondents

The findings revealed that 62.8 % of the respondents were male while the remaining 33.3% were female. This result implied that male teachers were generally more than female teachers across Makueni County. Further, there was a 96.1% turnout which Fincham (2008) states is sufficient to produce satisfactory results and eliminate non-response bias. Fincham states that a response rate of at least 60% is acceptable when conducting research.

7.2 Teaching Experience

The researcher sought to establish the working experience of the respondents in their respective schools. The findings are illustrated below.

Table 4.1 Teaching Experience

Statement	Frequency	Percentage
Under 2 years	31	39.7%
2-5 years	30	38.5%
5-10 years	9	11.5%
10-20 years	2	2.6%
Over 20 years	2	2.6%
Total	74	94.9%

The findings indicated that 39.7% of the respondents had taught in their schools for under 2 years while 38.5% had taught between 2-5 years. 11.5% recorded to have taught in their schools for 5-10 years. 2.6% of the sampled population had worked for between 10-20 years while a similar 2.6 % had worked in their respective schools for over 20 years. This suggests that a large proportion 78.2% of the respondents have worked in their institutions of learning for 5 years and below.

7.3 Regression Analysis

Regression analysis sought to establish the relationship between motivational strategies (independent variables) and school performance (dependent variable). Data from the variables were obtained from the questionnaire. An average score was computed for each variable. The results were presented in model summary, ANOVA test and summary co-efficients.

Model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.568 ^a	.323	.293	.513

a. Predictors: (Constant), Reward Strategy, Empowerment strategy, Goal setting strategy.

From the summary of the model on table 4.7 , the adjusted R is the coefficient of determination which tells the variation in the dependent variable due to changes in the independent variable. The R squared value for this study was 0.323 an indication there was variation of 32.3% on school performance due to motivational strategies including employee empowerment, goal setting strategies and reward strategies the dependent variable. The value of R 0.568 is the co-efficient which shows the relationship between study variables. A moderately positive correlation is established between employee motivational strategies and performance.

7.4 Summary of ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.544	3	2.848	10.815	.000 ^b
	Residual	17.907	68	0.263		
	Total	26.451	71			

a. Dependent Variable: School performance

b. Predictors: (Constant), Reward Strategy, Empowerment strategy , Goal setting strategy

From the Anova statistics in the table above the processed data the results in the output indicates that the overall regression model predicts school performance at 95% confidence level based on employee empowerment strategies, goal setting strategies and reward strategies. A significance level of 0.00 was derived which showed the data is ideal for making a conclusion and that the model applied can reliably predict school performance.

7.5 Summary of Coefficients of regression model

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.792	.355		2.235	.029
	Empowerment Strategy	.253	.142	.188	1.780	.079
	Goal setting strategy	.367	.080	.513	4.561	.000
	Reward strategy	-.142	.060	-.252	-2.354	.021

a. Dependent Variable: School Performance

The coefficient of regression in this study indicates that the model had a constant of 0.792 significant at 95% confidence level. This suggests that the school performance would stand at 79.2% at a constant zero. Employee empowerment strategy had a coefficient of 0.253 with p value $0.000 < 0.05$ denoting a significant contribution to school performance. This value indicates that empowerment strategies explain 25.3% of the school performance. Goal-setting strategy had a statistically significant effect on school performance as indicated by p value $0.000 < 0.05$. Holding other factors constant, the contribution of Goal-setting strategy to the performance of the schools was 36.7%. This is clearly a significant contribution to school performance. Further review showed that the reward strategy had a coefficient of -0.142. This means that reward strategy had a 14.2% contribution on school performance, also a significant contribution on school performance.

Thus, based on significant variables above, the analytical fitted model becomes;

$$Y = -0.792 + 0.253 X_1 + 0.367 X_2 - 0.142 X_3 + \varepsilon$$

Where Y = School Performance

X_1 = Employee empowerment

X_2 = Goal setting strategy

X_3 = Reward setting strategy

ϵ = Error term.

8.0 Summary of the Findings

The response rate for the study was 96.1% which was judged as sufficient for good analysis and reporting. There was a high proportion of male compared to female respondents who participated in the study with male respondents being 65.3% and female employees at 34.7%. Further, most of the respondents had worked in their respective schools for less than five years which indicated that most employees are new and still learning their environments.

The findings also showed that for the majority of schools, employee empowerment strategies, constituting 25.3% of the schools' performance were practiced. The findings further showed that Goal-setting contributed the highest (36.7%), while Reward strategy produced the lowest contribution of 14.2%.

The significant relationship between the three motivational strategies and performance could be illustrated in the fitted model thus; $Y = 0.792 + 0.253X_1 + 0.367X_2 - 0.142X_3$ where Y is Performance, X_1 - Empowerment, X_2 - Goal-Setting and X_3 - Reward.

8.1 Recommendations

The following recommendations were made: that school management identifies relevant motivation factors that meet the needs of their employees before investing in any motivation strategies, in order to get maximum performance benefits; that school management develops appraisal guidelines for appraising the performance of employees and necessary feedback given; that both extrinsic and intrinsic motivators be used, with more emphasis on intrinsic motivators as these were more long lasting than extrinsic motivators; that a further study be carried out to establish the contribution of other factors such as staffing, school management, family support, career ambitions, cultural practices and interpersonal relationships on employee performance.

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