

AN ASSESSMENT OF TEACHER MOTIVATION IN DETERMINING ACADEMIC PERFORMANCE OF SECONDARY SCHOOL LEARNERS IN KENYA

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Abstract: Education plays a crucial role in transforming lives and building better futures for individuals and their communities worldwide. The purpose of the study was to assess the role of teacher motivation in determining academic performance of secondary school learners in Kenya. The paper is an extract of a study conducted in public secondary schools in Katulani Sub-County, Kenya. Robert House's Path-goal Theory of Leadership guided the study and descriptive survey research design was utilized. The sample size comprised 18 principals selected purposively and 73 teachers chosen using stratified and simple random sampling techniques. Questionnaires were used to gather data from principals and teachers. The data was analyzed using descriptive and inferential statistics done with the assistance of SPSS. The findings revealed a strong positive relationship between teacher motivation and learners' academic performance. The study concluded that motivating teachers is vital in projecting learner's performance in all schools since motivated teachers increase their efforts in assisting students to improve their academic performance. It was recommended that the Ministry of Education should include a motivation fee in fees guidelines which principals could use to solicit money from parents for awarding monetary and material incentives to well-performing teachers. Further, the principals should request for more teachers from the Teachers' Service Commission to ensure manageable workload for teachers. Moreover, the Ministry of Education should enact policies on teacher professional development to ensure that all teachers attend professional development courses to acquaint themselves with skills for adding value to the learners' academic performance.

Keywords: Teacher motivation, learner, academic performance, public secondary schools, Katulani Sub-County, Kitui County, Kenya.

INTRODUCTION

Education plays a crucial role in transforming lives and building better futures for individuals and their communities worldwide. Brew et al. (2021) emphasized that good academic performance is essential in all education systems as it enables students to achieve their educational goals and improve their quality of life. Although the aim of Sustainable Development Goals (SDG4) is to provide everyone in both developed and developing nations with opportunities for accessible and equitable lifelong quality education, most developing nations are still far from accomplishing the SDGs as pointed out by Murunga et al. (2013). The contribution of a principals' management on students' academic performance is second in strength only to classroom instruction according to Leithwood et al. (2004). Nevertheless, results of a study by Onyieke and Maria (2018) on principals' supervisory roles in Nigeria confirmed that the principals' execution of administrative practices was linked to low learner achievement. Therefore, this study aimed to investigate the impact of teacher motivation by principals on students' academic performance in public secondary schools in Katulani Sub County, Kitui County, Kenya.

A World Development report (2018) on learning highlighted a global learning crisis caused by poor school administration and lack of teacher motivation. Mustary (2021) observed that intrinsic and extrinsic rewards in

Japan and Bangladesh motivated teachers to steer the learners' efforts towards improving their academic performance. Davis et al. (2022) did a study which sought to explore factors affecting learning outcomes in Central Ghana's junior secondary schools. The authors established that the poor performance was mainly attributed to lack of effective teaching skills and inadequate syllabus coverage. The performance meant that majority of the students' achievement level did not allow automatic progression to the next level of study since they had big learning gaps which needed to be addressed. Nevertheless, this study was done in junior secondary schools whereas the present research was carried out in senior secondary schools. Findings of a study by Mphale and Mhlauli (2014) on students' academic performance in Botswana showed that lack of incentives lowered morale of teachers who in turn applied less effort in their duties resulting in poor learner performance in academics.

The academic performance of students is evaluated based on the effectiveness of principals in implementing administrative practices measured by students' performance in standardized tests where the learners are expected to perform well (Agasisti et al., 2020). The Competency Based Curriculum (CBC) which lays more emphasis on skills development in evaluating learning outcomes has now been introduced in Kenya by the government to replace the summative evaluation (KCSE) examination which focuses on cognitive evaluation leading to much competition with incidences of examination irregularities (Amutabi, 2019). A study by Mutua (2022) on the impact of management practices of principals on instructors' performance of duties in Kathiani Sub-County established that principal's motivation of teachers influenced teacher job performance which consequently influenced learning outcomes. However, the author did not investigate the role of teacher motivation in projecting students' performance in academics.

A study by Mutunga et al. (2022) on academic capacity building for teachers in public secondary schools in Kenya recommended the need for the principal to intensify capacity building for all teachers to boost their motivation which would in turn assist to improve the student's performance in academics. Kirikua (2021) in a study which assessed the effect of principals' administrative practices on learners' performance in Meru County found that teachers were motivated by provision of professional development through seminars. Nevertheless, the author noted that few teachers attended the seminars since they were self-sponsored.

STATEMENT OF THE PROBLEM

Once learners are admitted to secondary schools, they are expected to obtain good grades at KCSE and qualify for higher education so as to acquire skills for gainful employment. The Katulani Sub-County education office's data (2023) showed that secondary schools in the Sub-County have continued to perform dismally at KCSE over the years. Education stakeholders have voiced their dismay at the disastrous performance. The below average performance in Katulani Sub-County was attributed partly to low morale, inadequate professional development and unmanageable teaching loads among teachers as detailed in a 2023 report by the Quality Assurance and Standards Officer (QASO). Parents and other education stakeholders have been concerned about the continual trend of bad performance. In an effort to remove over reliance on KCSE for transition, Kenya government introduced CBC where learners would be assessed continuously on skills acquired overtime. The government has also been providing learning resources and it undertakes capacity building of principals through Kenya Education Management Institute (KEMI). Despite these efforts, unacceptable performance still persists in secondary schools in Katulani Sub- County and this performance provided the foundation on which this study was based.

Study Objectives

The general objective of the study was to assess the role played by teacher motivation in determining academic performance of secondary school learners in Kenya.

The specific objectives were to:

1. Determine the effect of awarding teachers monetary and material incentives on learner academic performance in Katulani Sub- County.
2. Establish the influence of teacher development on academic performance of secondary school learners.
3. Examine the impact of teachers' workload on students' academic performance.

LITERATURE REVIEW

Theoretical Framework

The theoretical framework for this study was the Path-goal Theory of Leadership proposed by Robert House (1971). According to Keya (2019), the theory focuses on how leaders can motivate their subordinates to achieve personal and organizational goals. It suggests that leaders should clarify role expectations and provide clear tasks and goals. The theory identifies four leadership styles: directive, supportive, participative and achievement-oriented. In the context of this study, the theory suggests that principals could use different leadership styles and administrative practices to enhance students' academic performance. For example, principals could set high standards for performance and foster a culture of continuous improvement reflecting an achievement-oriented leadership style.

The Path-goal Theory emphasizes the interaction between leader behavior and subordinate characteristics such as skills. Landrum and Daily (2012) highlighted the main advantage of Path-Goal theory as its result-motivated employees since the members of the team tend to be more effective when they understand what they do and why they do it. While the Path-goal Theory offers valuable insights into leadership and motivation, it also has some limitations. According to Landrum and Daily, the theory focuses primarily on the influence of leaders on employees and gives less attention to the reciprocal process. Notwithstanding, the Path-Goal theory was relevant to this research as it provided a framework for understanding how principals could motivate teachers and students to achieve their educational objectives.

Empirical Review

Empirical studies have been conducted across the world and the need for teacher motivation to increase learners' academic performance is underscored. According to Kapur (2018), the principal is expected to give teachers incentives to motivate them to create interest, enthusiasm and commitment towards teaching so as to attain higher learning outcomes. Sadiku (2021) conducted a study on teacher motivation in Kosovo. A questionnaire was utilized to gather data from 29 instructors in two nine-year schools. These results indicated that awards and incentives did not significantly motivate the teachers. The results were in line with Harada (2017) who found that monetary rewards in Japan did not significantly motivate the teachers. However, the findings were inconsistent with Chaudhry et al. (2020) who observed that monetary rewards in Pakistan motivated teachers to work harder and improve students' academic performance.

In Nepal, Khanal and Phyak (2021) used a mixed method approach to analyze factors affecting teacher motivation. A questionnaire was utilized to gather quantitative data from 430 educators teaching in six districts. The findings showed that principals motivated teachers through providing good leadership, reducing teaching load, giving professional development opportunities and feedback. These findings agreed with Hussain et al. (2006) who did a study in Sweden to explore the impact of regular "LEGO" training on students' performance before and after training. The findings indicated higher learner achievement in mathematics in grade five for the trained group. The authors added that the trained teachers gained innovative pedagogical skills which enabled them to assist the learners to understand the LEGO Education material in a better way in order to produce better learning outcomes. However, the researcher did not evaluate the impact of teacher motivation by principals on learners' academic attainment in Kenya.

Comighud and Arevalo (2020) studied teacher motivation in Philippines by adopting descriptive-correlational method to establish how teacher motivation influenced the execution of their duties. The researchers utilized a questionnaire to gather data from 89 instructors in elementary schools. The data was analyzed using percentages, mean, frequency and Spearman Rank Correlation. The outcomes showed that teachers' commitment and student engagement increased when the instructors were allowed to attend professional courses and received financial incentives. However, the data in the study was analyzed using Spearman Rank Correlation which does not provide an accurate measure of correlation coefficient as compared to Karl Pearson's method which was utilized in the present study.

Asogwa et al. (2020) did a study in Nigeria on how learner academic performance was affected by the principals' administrative practices for motivating teachers. A sample of 385 participants comprising 225 instructors and 160 principals were chosen at random. A questionnaire was used to gather information whereas standard deviation and mean were utilized to analyze it. T- test was used to test the hypotheses at 0.05 margin of error. It was established that involving teachers in decision-making and providing material incentives improved teacher motivation and student performance. The results were in line with Melesse and Molla (2018) who also noted that teacher motivation was essential for the learning process in Ethiopia. Despite the larger sample size utilized in the research, a gap was left on the impact of motivating teachers on students' educational attainment in Katulani Sub-County of Kenya.

Byaruhanga (2018) conducted research on motivation of teachers in Uganda. The research used a cross-sectional survey and phenomenological framework. Participants were chosen using a mix of stratified, simple random and purposive sampling techniques. Information was assembled by utilizing focus group discussions, interviews and questionnaires. Percentages and frequencies were used to summarize quantitative data while hypotheses were tested by use of ANOVA and T-test. Qualitative data was coded and categorized thematically. The author found that teacher workshops and in-service training improved teaching effectiveness and student learning. However, this research was done in elementary schools whereas the present one was done in high schools.

In Kenya, Nyakundi (2012) conducted research on what influences teachers to stay enthusiastic about their jobs in Kiambu County. Descriptive survey design was utilized. Using a simple random selection method, 126 participants were picked including 14 school administrators and 112 classroom instructors. Interview and questionnaires were utilized to collect data which was analyzed descriptively. It was established that reward systems and professional development motivated teachers to inspire students. Wambugu, et al. (2018) concurred by noting that teachers' dedication to their jobs and interest in their pupils both rose when they were recognized for their efforts with awards and incentives. However, the author did not look into how administrators' motivation of teachers affects students' achievement.

Mose (2015) studied teacher motivation in Nyamira County to find out how it affected learner achievement in school. The researcher used Herzberg's two factor theory of motivation and descriptive survey design. A sample of 348 participants comprising 28 head teachers, 28 principals and 340 instructors was selected randomly. Data was gathered via the use of questionnaires. Quantitative data was examined and illustrated using percentages and tables and the qualitative data was examined and presented by use of narratives. It was established that organizing seminars, workshops and conferences for teachers led to increased student academic achievement. The researcher concluded that although intrinsically motivated teachers could improve learning outcomes, extrinsic motivators also determined their commitment to work. Nonetheless, Herzberg's motivation-hygiene theory which basically explains job satisfaction was utilized in this study as contrasted with the current study which used path goal theory to explain motivation.

A study was conducted by Kyambi et al. (2018) on the Influence of Pupil-Teacher Ratio on Students' Formative Evaluation Practices in Public Primary Schools in Mwingi North Sub-County. The researchers used descriptive survey design and collected data using questionnaires and interviews. The study found that teachers were demotivated by high pupil-teacher ratio which led to poor academic performance of learners in such schools. However, the researchers did not analyze the influence of teacher motivation on learning outcomes.

RESEARCH METHODOLOGY

The design adopted for this study was descriptive survey research which aims to gather information about a specific population by administering questionnaires or interviews to individuals (Mugenda & Mugenda, 2009). This design was deemed appropriate as it allowed the researcher to describe how learner academic performance was influenced by teacher motivation in public secondary schools in Katulani Sub-County, Kitui County, Kenya. The target population was 265 people consisting of 21 principals and 244 teachers from 21 public secondary schools in the area. Three schools were selected for piloting and the remaining 18 schools were included in the study using a census method. The sample size comprised 18 principals selected purposively and 73 teachers chosen using stratified and simple random sampling techniques. Two different questionnaires were utilized to gather information from principals and teachers. The data collected through the closed-ended questions were

analyzed using descriptive and inferential statistics including means, frequencies, percentages, Pearson's correlation coefficient, chi-square and multiple regression analysis with the assistance of SPSS version 23. The significance level for the findings was set at an alpha level of 0.05. The results were presented using tables of frequencies, percentages and means. Qualitative responses from the open-ended questions were transcribed and analyzed to identify narratives and themes that emerged.

FINDINGS

Descriptive statistics

The study sought to establish the influence of teacher motivation by principals on learner’s academic performance in public secondary schools in Katulani Sub- County, Kitui County, Kenya and this was evaluated from the views of teachers and principals. The results are displayed in Table 1 and Table 2 respectively.

Table 1: Descriptive statistics for Teachers’ Views on Teacher Motivation by Principals and Learner’s Academic Performance

| Statement | 5 | | 4 | | 3 | | 2 | | 1 | |
|--|----|------|----|------|----|------|---|------|---|-----|
| | F | % | F | % | F | % | F | % | F | % |
| The principal awards teacher’s material incentives such as money and certificates of appreciation for good performance | 31 | 44.9 | 25 | 36.2 | 6 | 8.7 | 4 | 5.8 | 6 | 8.7 |
| The principal often sponsors teachers to attend in-service courses | 25 | 36.2 | 25 | 36.2 | 6 | 8.7 | 7 | 10.1 | 6 | 8.7 |
| The principal provides leadership by creating and articulating a clear vision and mission | 30 | 43.5 | 23 | 33.3 | 8 | 11.6 | 7 | 10.1 | 1 | 1.4 |
| The principal makes arrangements to reduce teachers’ work loads | 26 | 37.7 | 25 | 36.2 | 11 | 15.7 | 5 | 7.2 | 2 | 2.9 |

Table 1 presents the findings related to principals' motivation of teachers as reported by the teachers. It shows the distribution of responses for each statement regarding principals' incentives and support for teachers. According to the responses from the teachers, a majority agreed or strongly agreed that the principal awarded teachers material incentives for good performance (44.9% strongly agreed, 36.2% agreed). However, a small percentage disagreed or strongly disagreed with this statement (5.8% disagreed, 8.7% strongly disagreed) and a few had no opinion (8.7%). In terms of the principal's leadership in creating and articulating a clear vision and mission, a significant proportion of teachers agreed or strongly agreed (43.5% strongly agreed, 33.3% agreed). However, a minority disagreed or strongly disagreed (10.1% disagreed, 1.4% strongly disagreed) and some were uncertain (11.6 %). Regarding the principal's efforts to reduce teachers' workloads, most teachers agreed or strongly agreed (37.7% strongly agreed, 36.2% agreed). A small percentage disagreed or strongly disagreed (7.2% disagreed, 2.9% strongly disagreed) and a notable proportion were unsure (15.7%). Furthermore, a majority of teachers confirmed that the principal often sponsored them to attend in-service courses (36.2% strongly agreed, 36.2% agreed). However, a portion disagreed or strongly disagreed (10.1% disagreed, 8.7% strongly disagreed) and some expressed uncertainty (11.6%).

Table 2: Descriptive statistics for Principals' Views on Teacher Motivation and Learner's Academic Performance

| Statement | 5 | | 4 | | 3 | | 2 | | 1 | |
|--|----|------|----|------|---|------|---|------|---|-----|
| | F | % | F | % | F | % | F | % | F | % |
| The principal awards teacher's material incentives such as money and certificates of appreciation for good performance | 11 | 64.7 | 6 | 35.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| The principal often sponsors teachers to attend in-service courses | 9 | 52.9 | 5 | 29.4 | 1 | 5.9 | 1 | 5.9 | 1 | 5.9 |
| The principal provides leadership by creating and articulating a clear vision and mission | 7 | 41.2 | 5 | 29.4 | 2 | 11.8 | 2 | 11.8 | 1 | 5.9 |
| The principal makes arrangements to reduce teachers' work loads | 4 | 23.5 | 10 | 58.8 | 1 | 5.9 | 1 | 5.9 | 1 | 5.9 |

A vast majority of the principals (64.7% strongly agreed and 35.3% agreed) that the principal awarded teachers material incentives such as money and certificates of commendation for good performance as indicated in Table 2. Many principals confirmed that the principal made arrangements to reduce teachers' workloads as displayed by 58.8 percent who agreed and 23.5 percent who strongly agreed. However, 5.9 percent disagreed and another 5.9 percent were indecisive. Around 52.9% of the principals gave a strong agreement and another 29.4 percent gave an agreement that the principal often paid for teachers to attend in-service courses. All the same, 5.9 percent strongly disagreed, another 5.9 percent disagreed and still another 5.9 percent were undecided. Majority of the principals were of the view that the principal provided leadership by creating and articulating a clear vision and mission as pointed out by 41.2 % of those who extremely agreed and 29.4% who accepted. Nevertheless, 11.8 percent disagreed and 5.9 percent strongly disagreed while another 11.8 percent were hesitant.

In addition to the quantitative analysis, qualitative data were collected from principals and tutors to gather their perspectives on how the motivation of teachers by principals impacted student performance in Katulani Sub-County, Kenya. The participants were required to respond to the following question; *"In your view, how has principals' motivation of teachers impacted performance of students in Kitui County, Kenya?"* Twelve principals representing 71% of the sample and 52 teachers surveyed representing 75.4% of the sample, the majority said that teacher motivation by the principal was directly proportional to learner's academic performance. Among the teachers, 45 respondents constituting 65.2% of the sample expressed that motivated teachers worked harder and were more committed to supporting students in improving their academic performance. However, a smaller group consisting of five principals and 17 teachers representing 29% and 24.6% respectively stated that learner's academic achievement did not solely depend on teacher motivation. One teacher even pointed out that high-achieving students in a positive learning environment performed well even when taught by demotivated teachers meaning that teacher motivation is not the only parameter that forecasts learning outcomes.

INFERENCE STATISTICS

Correlation Analysis

Pearson's correlation analysis was conducted to evaluate the association, direction and strength of the relationship between learner's academic performance and teacher motivation by the principal which was determined at 0.05

level of significance. A positive coefficient indicated a positive relationship but a negative coefficient suggested a negative association. Creswell and Creswell (2018) emphasized that a correlation coefficient that is below 0.29 is weak, between 0.30 and 0.49 is moderate and between 0.5 and 0.69 is strong while 0.7 and above is very strong. The correlation matrix regarding teachers' views on teacher motivation and learner's academic performance is shown in Table 3.

Table 3: Correlation Between Teachers' Views on Teacher Motivation by Principals and Learner's Academic Performance

| | | Teacher Motivation | Learner's performance | Academic |
|--------------------------------|---------------------|--------------------|-----------------------|----------|
| Teacher Motivation | Pearson Correlation | 1 | .645 (**) | |
| | Sig. (2-tailed) | | .000 | |
| | N | 69 | 69 | |
| Learner's Academic Performance | Pearson Correlation | .645(**) | 1 | |
| | Sig. (2-tailed) | .000 | | |
| | N | 69 | 69 | |

** Correlation is significant at the 0.05 level (2-tailed).

The results of the study as shown in Table 3 indicate a positive correlation between teacher motivation by principals and learner's academic performance at KCSE with a correlation coefficient of $r(69) = 0.645$ and a significance level of $p < 0.05$. This suggests that when principals effectively motivate teachers, it has a positive impact on the academic performance of students.

Furthermore, correlation analysis was carried out to examine the relationship between principals' feedback and learner's academic performance. The findings are presented in Table 4.

Table 4: Correlation between Principals' Responses on Teacher Motivation by Principals and Learner's Academic Performance

| | | Teacher Motivation by principals | Learner's performance | Academic |
|----------------------------------|---------------------|----------------------------------|-----------------------|----------|
| Teacher Motivation by principals | Pearson Correlation | 1 | .623(**) | |
| | Sig. (2-tailed) | | .000 | |
| | N | 17 | 17 | |
| Learner's Academic performance | Pearson Correlation | .623(**) | 1 | |
| | Sig. (2-tailed) | .000 | | |
| | N | 17 | 17 | |

** Correlation is significant at the 0.05 level (2-tailed).

The findings from Table 4 revealed a moderate positive correlation with a correlation coefficient of $r(17) = 0.623$ and a significance level of $p < 0.05$ between teacher motivation by principals and learner's academic performance at KCSE. This suggests that students perform better in academics when their teachers are effectively motivated by the principal.

From the analysis, the results from the teacher's views and the principals' perspectives on teacher motivation by principals and its impact on learner's academic performance concur. According to Mustary (2021), motivated teachers assist learners to perform better hence principals need to give teachers external rewards. The findings in Table 1 provided insights into the perceptions of teachers regarding the principals' motivation practices with a

total of 81.1% agreeing that the principal appreciated the tutors' work by awarding them material incentives. This view was also confirmed by all (100%) of the principals who endorsed the claim (Table 2) meaning that teacher motivation through rewards and recognition was considered an effective administrative practice. Similarly, 72.4% of the teachers and 82.3 % of the principals confirmed that the principal often paid for teachers to attend in-service courses meaning that the principal provided opportunities for teacher development. However, 18.8% of the teachers and 11.8% of the principals denied the claim that the principal sponsored teachers to attend in-service courses while 11.6% of the teachers and 5.9% of the principals were non-committal as demonstrated in Table 1 and Table 2 respectively.

The study revealed that only 37.7% of the teachers and 23.5% of the principals strongly agreed that the principal made arrangements to reduce teachers' workloads. These results suggest that the heavy workload borne by teachers might have contributed to student underperformance as teachers might not have had enough time to adequately assess students' work and provide individual attention. Nevertheless, it was important to note that a small percentage of educators (8.7%) strongly disagreed with the claim that the principal awards teachers for good performance. The results indicated that while there was a general agreement on certain aspects, there were also areas where opinions varied among the respondents meaning that some teachers were not motivated. These results highlighted the need for principals to find ways to motivate all teachers as incentives could inspire teachers to go an extra mile in supporting students' academic achievement. These findings were inconsistent with those of Harada (2017) and Sadiku (2021) who found that monetary awards and incentives did not significantly motivate teachers in Japan and Kosovo. The results suggested that there might be other factors at play that influenced learner's academic performance.

The findings further indicated a positive relationship between teacher motivation by principals and learner's academic performance as evidenced by the Pearson's Product Correlation Coefficient where $r(69) = 0.645$, $p < 0.05$ and $r(17) = 0.623$, $p < 0.05$ for teachers and principals (Tables 3 and Table 4) respectively. This finding was consistent with a previous study on motivational procedures in Pakistan by Chaudhry et al. (2020) who found that when teachers were motivated through incentives and rewards, they were more committed to their duties and could positively impact student academic performance. The results also agreed with Wambugu et al. (2018) whose research on impact of educators' stimulation on learning outcomes in Nyandarua County, Kenya established that rewarding teacher for good performance increased their fruitful interaction with learners.

These results brought out the importance of teacher motivation as an administrative practice and its potential impact on learner's academic performance. They emphasized the need for principals to provide incentives and rewards to motivate teachers and address workload issues which could contribute towards improving student outcomes. The results indicate that while there was a general agreement on teacher motivation, there were also areas where opinions varied among the respondents meaning that some teachers were not motivated. The results underscored the need for principals to find ways to motivate all teachers in order to inspire the tutors to go an extra mile in supporting students' academic achievement. However, it was important to consider other factors that might influence academic performance and explore additional administrative practices to enhance student achievement.

CONCLUSION AND RECOMMENDATIONS

The results indicated that principals' motivation of teachers positively influences learner's academic performance as revealed by the teachers' and principals' perspectives. The study concluded that motivating teachers is vital in projecting learner's performance in all schools since motivated teachers increase their efforts in assisting the students to improve their achievement in academics. The study recommended that principals should increase teacher motivation by providing monetary and material incentives as well as recognition for good performance through letters of commendation to encourage the teachers to strive to do better and improve performance of learners. It was also suggested that principals should address the issue of teachers' heavy workload by requesting additional teaching staff from Teachers Service Commission and from their Boards of Management to ensure a manageable workload for teachers. Further, the Ministry of Education should enact policies on teacher professional development to ensure that all teachers attend professional development courses to acquaint themselves with skills for adding value to the learners' academic performance. Moreover, the study recommended that the MOE should include a motivation fee in fees guidelines which principals could use to solicit money from

parents for awarding well-performing teachers.

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