

Issues in Incentive Administration: A Panacea for Development of Multiple Intelligences in Secondary Schools in Kenya

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ABSTRACT

The development of Multiple Intelligences in schools is a critical component in the promotion of individual development and self-fulfillment amongst students. Accordingly, this study examined issues in incentives administration as a panacea for the development of Multiple Intelligences among students of selected schools in Keiyo South Sub County. The study sought to identify the students' perception of their varied abilities and to find out the schools' reward system aimed at developing Multiple Intelligences. The study utilized the Multiple Intelligence Theory advanced by Howard Gardner (1999) and the Management Competency Framework by Quinn, Faerman, Thompson and McGrath (1996). A survey that employed qualitative and quantitative research techniques was used with a general population drawn from 32 secondary schools in the Sub County. Stratified and proportionate sampling was used to select 14 schools of which 3 were Extra County schools, while 11 were county Schools. The respondents included 14 head teachers, 42 teachers and 280 pupils who were selected using simple random sampling. Questionnaires were administered to teachers and pupils while interview schedules were used to get information from the head teachers. The findings established that the school administration did neglect development of Multiple Intelligences in schools and there lacked motivational rewards towards development of Multiple Intelligences. It is recommended that, school leadership should strive to identify and develop student's varied academic and non-academic abilities. Students who possess the varied abilities should be rewarded so as to enhance their participation.

Key Words: School Administration, Incentives and Students Multiple intelligences

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INTRODUCTION

The government of Kenya regards provision of quality education as fundamental basic human right for all citizens. This is in realm with the provision of Education for All that followed the resolutions of the 1990 world conference on education for all (UNESCO, 2015). Though, the quality manifested in the development of these potential is critical, a lot of attention is being put on cognitive development at the expense of psychomotor

skills and normative aspects (EFA News, 2004). The Ominde commission of 1964 (Muricho & Chang'ach, 2013) noted that, during independence education in Kenya was cognitively biased thus recommended the relaxation of the curriculum so as to give a well-rounded education of mind, hand and character.

It is important to note that each student is talented in different ways and thus the need to exploit their potential. Opanga et al. (2004) concurs that, people are different not just form obvious difference in physical appearances but also in talents. Therefore, there is need to place equal attention to students who have skills in other areas such as artists, architects, musicians, designers, dancers and others. Reva (2012) asserts that, the bigger chunk of learning has nothing to do with reading and writing but rather on other extra-curricular activities such as drama, debates, sports and exchange programmes.

The improvement in education quality through recognizing the relevance of talents and academic work, involves developing administrative strategies that require close attention to the goals of education. According to Amutabi (2003) the administrative machinery of education in any country is established and designed to facilitate the realization of education goals.

In a nutshell, secondary schools under the custodian of the school administration are being seen as the bottlenecks for the development of Multiple Intelligences (M.I.). Orora (1997) asserts that, it is in our schools that education takes place and it is there that the success or failure of the national educational objectives will be determined.

Literature sought to give the definition of Multiple Intelligence from different scholars. Gardner (1999) defines Multiple Intelligences as varied student's abilities that help them understand the environment around them. Mackintosh (2011) has defined intelligence as an operation and a coordination of operations. Jose & Bellamy (2011) refers to intelligence as the cognitive ability of an individual to learn from experience, to reason well and to cope effectively with the demands of daily living. While the concept can be defined in

several ways its core definition includes the idea that people are born with different abilities to attain high level of achievement in various activities so that what is presented is the broad concept of Multiple Intelligence and varied views of what it exactly is.

Swiss James (2005) notes that, people need feedback about their performance and rewards while they are performing. In order to achieve this, the head teacher and the school administration comes in handy. A case to mention is that, teachers who are motivated and devoted to their work enhance better performance among learners (Ndege, 1997). The primary role of the head teacher should be therefore to motivate his team. Terry (2000) emphasizes that, school administration should try to make teachers feel that, each one of them is a vital part of the team, and that their ideas and suggestions are valuable.

However, it should be noted that the reward systems in schools being championed above has not gathered momentum thus leading to poor development in activities involving Multiple Intelligences. In a study done by Winzer (as cited in Makero, 2002, p. 29), it was noted that girls had not been encouraged to enter those disciplines that were historically dominated by male. She argued that, even when they are within a career, they are often rewarded inappropriately for their performance. According to her, these are some of the factors that kill creative talents in Art and craft among female.

Data from the Elgeyo Marakwet County Education Office (2003-2010) indicate that, many schools may not be participating in out of class activities/events and in class activities mentioned. In sports and games, some schools have been competing against themselves. For the few who participate in these events progression has been short lived (EMCSSSA, 2010). This trend is problematic because self-discovery amongst students can't be achieved. Besides, schools being a society composed of multitalented students (Wilson, 2008), who possess multitude of talents to be developed, will only lead to wastage of talents contrary to the objectives of education. It's against this statement of the problem

that the researcher gained an enormous desire to investigate issues in incentive administration as a panacea for development of MI in secondary schools in Kenya.

This study was undertaken in Keiyo south Sub County. Keiyo Sub County was selected for this study because over a long period of time schools had shown that they have students with abilities in class and out of class activities. The study aimed to identify the students' perception of their varied abilities and to find out the reward system of the school aimed at developing Multiple Intelligences.

RESEARCH APPROACH

Participants

The study population comprised of all the 32 secondary schools in Keiyo South sub County which comprised of 7 Extra County schools and 25 County schools. The student population in form one to four totaling 11,362, 32 head teachers and 523 teachers formed the study population.

The sample of 14 (44%) schools was selected using stratified sampling. Secondary schools were grouped either as Extra County or County then proportionate sampling was used to select 3 Extra County schools and 11 County schools. Simple random sampling enabled selection of 20 students and 3 teachers per school. All this led to the selection of 280 students and 42 teachers in 14 schools. In addition 14 head teachers were purposively sampled.

Design and analysis

Survey design was used in this study. Through the Interview schedules and questionnaires the study sought to find out the students' class and non-class abilities and the administration rewarding system. Data was analyzed quantitatively and qualitatively after it was collected, examined for completeness, cleaned and then coded appropriately.

Data Collection Procedures

Permission to carry out the study was sort from the School of Education Moi University and a research permit from the National Commission for Science, Technology & Innovation was obtained. After arriving in the school, the researcher introduced himself to the Principal. It's at this time that the researcher interviewed the head teacher. Afterwards the researcher was taken around to observe the available resources in the schools using the observation checklist. All participants were educated on the usage of the data in accordance with the ethical clearance provided for the study.

RESEARCH FINDINGS AND DISCUSSION

a) Students Non-Class Multiple Intelligences

The abilities were analyzed according to non-class Multiple Intelligence the responses were as shown in Table 1.1

The results indicate that, 156 (57.7%) students were very capable in activities involving the environment such as gardening and cleaning, while 178 (65.9%) students were capable in activities relating to interpersonal activities, 130 (48.1%) students were capable in Kinesthetic, 119 (44.1%) in intrapersonal, 104 (38.5%) in music, 74 (27.4%) in drama and 68 (25.2%) in visual activities that involves painting and drawing pictures. This implies that, the student's possess varied nonacademic abilities therefore the need for the schools administration to nurture and develop them accordingly. As much as this calls for school administration to provide opportunities for the development of these abilities (Gardner, 1999; Terry, 2000), the study revealed that, activities enhancing these abilities were not being encouraged in schools.

Table 1.1 Students Non-Class Multiple Intelligences

CAPABILITIES

INTELLIGENCES	Very Incapable		Incapable		Undecided		Capable		Very Capable	
	F	%	F	%	F	%	F	%	F	%
Musical	42	15.6	16	6	50	18.5	58	21.5	104	38.5
Drama	53	19.6	29	10.7	56	20.7	58	21.5	74	27.4
Kinesthetic	30	11.1	15	5.6	33	12.2	63	23.3	130	48.1
Visual	109	40.4	30	11.1	26	9.6	37	13.7	68	25.2
Interpersonal	16	6	5	1.9	20	7.4	51	18.9	178	65.9
Intrapersonal	56	20.7	19	7	25	9.3	51	18.9	119	44.1
Environmental	16	6	8	3	24	8.9	66	24.4	156	57.7

Republic of Kenya (1999) noted that, co-curricular activities such as sports and subjects such as music which enhances social interaction appear not to be given the required prominence. This was further supported by Aminga (2004) who noted that, the education offered in schools doesn't spare the agony of seeking the attainable from weak children; it doesn't build and nurture their strengths. Hence, this explains the big untapped talent that enters secondary schools and leaves untapped.

b) Students Class Multiple Intelligences

The researcher studied class activities that enhance Multiple Intelligences. Figure 1 shows the subjects availability in the sampled schools.

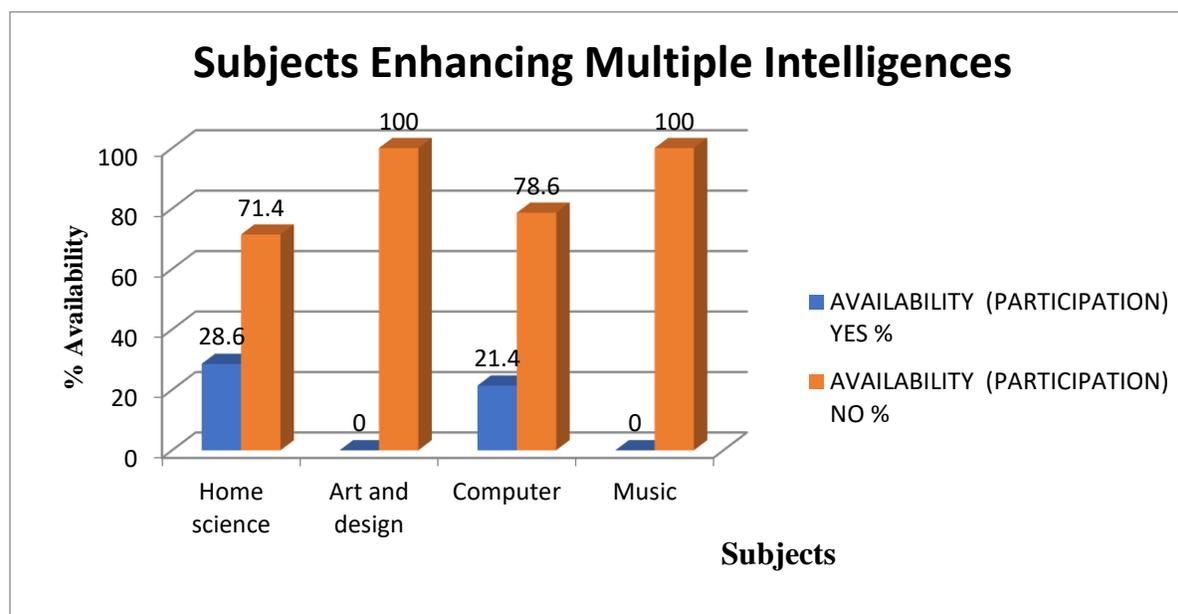


Figure 1: Subjects Enhancing Multiple Intelligences

Figure 1 shows that, 21.4 % schools offered computer, 28.6% schools offered Home science, Art and design and Music was not offered in any schools under study. Subjects such as Music, Computer and Art and Design play very important roles in development of Multiple Intelligences one of which is enhancing social interaction. The fact that, secondary schools have not included them in their programme may be a serious oversight in the development of M.I. amongst students.

c) Reward for Students and Teachers Achievement in Nonacademic Activities

The study sought to establish whether students and teachers were rewarded for their participation in non-academic activities, and their responses, frequencies and percentage are presented in Figure 2

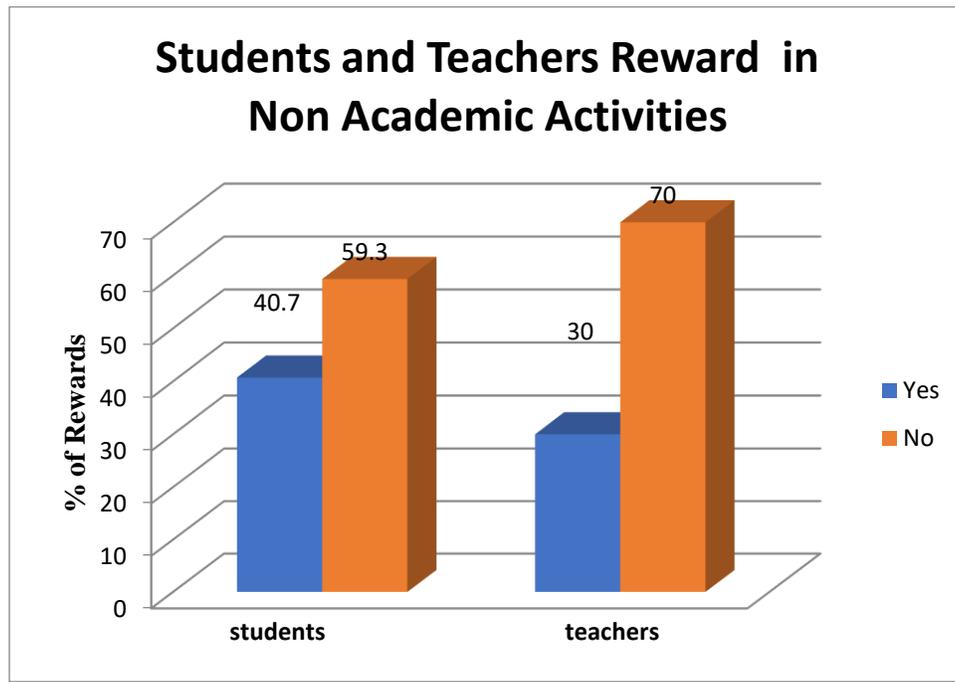


Figure 2: Students and Teachers Rewards in Nonacademic Activities

From Figure 2 40.7% students and 30% teachers indicated that, they were rewarded, however majority of the students and teachers were not rewarded for the efforts they put in nonacademic activities such as games and sports, this is indicated by 59.3% and 70%, students and teachers respectively. The findings therefore, indicate that, majority of the school administrations showed no commitment in reinforcing students and teachers' performances.

However, it is encouraging that a significant number of schools did motivate their students and teachers. Such motivation does improve performance. The findings indicate that, rewarding which is under the jurisdiction of school administration was nonexistent in most of the school thus stifling M.I.

Studies done by Hutchinson (2013) seems to agree noting that, lack of proper rewarding system tended to be counterproductive on teachers efforts. According to him, teachers are not being rewarded according to their contribution thus poor performance. This implies that, school administration should positively reinforce students and teachers.

Okumbe (1998) agrees that, educational managers who are the custodians of the school administration should strive to release maximum potentials from both staff and students through proper application of motivation and job satisfaction.

Similarly *Schultz, Schultz & Sydney (2010)* noted that, the supervisor (who in this case is the principal) and the organization (school administration) should play an important role in goal accomplishment through provision of rewards. It is encouraging however from the findings that, a number of students, 40% and teachers, 30% was given rewards for their participation in M.I. Such motivation according Ndege (1997) improves performance.

d) Nature of Rewards

The researcher further sought to investigate the type of rewards that the school offered students and teachers who excelled in non-academic activities, as presented in Table 1.2. From the findings, it would be useful to argue that monetary rewards received least allocation, out of the 40 teachers; only three were given, whereas no students received any. Majority of the students 37 (13.7%) received material rewards which included thermos flasks, tree seedlings, watches, food, umbrella and cutlery. Teachers neither received materials nor certificates from the schools administration.

The findings on Table 1.2 indicate that, to some extent students and teachers were rewarded in one way or another. As Isaacs (1993) purports, whatever the nature of rewards people should be praised and encouraged so as to improve performance. It's worth noting that, monetary rewards though very important was given to few teachers 7.5% and none students 0%.

Table 1.2: Nature of Rewards Awarded in Nonacademic Disciplines

Nature	Teachers n=40		Students n=270	
	Frequency	Percent	Frequency	Percent
None	28	70	160	59.3
Material	-	-	37	13.7
Verbal	5	12.5	30	11.1
Commendation	4	10	13	4.8
Certificates	-	-	30	11.1
Monetary	3	7.5	-	-
Total	40	100	270	100

Deckers (2010) argued that, monetary rewards are a symbol of success and feedback about job performance. In addition, he reasoned that, an organization could get increased performance from a low need achievement person by rewarding improvement with money. However, studies conducted by *Schultz, Schultz & Sydney (2010)* indicate that, care should be taken when using monetary rewards with different goals because it tends to decrease commitment and performance.

e) Academic, Nonacademic Comparative Rewards Allocation

The present research sought to do a comparison in reward allocation between academic and nonacademic activities with the purpose of establishing whether nonacademic activities were given the same priority as academic activity. Table 1.3 summarizes the principals' responses.

Table 1.3: Rewards Allocation for Academic and Nonacademic activity

	Academic, Nonacademic activity	REWARD ALLOCATION COMPARISON									
		Very Little		Little		Undecided		Much		Very Much	
Academic	Students' Academic Performance	-	-	1	7.1	1	7.1	4	28.6	8	57.1
Nonacademic	Students Nonacademic Performance	3	21.4	8	57.1	-	-	1	7.1	1	7.1
Academic	Teachers Academic Performance	1	7.1	1	7.1	1	7.1	4	28.6	7	50
Nonacademic	Teachers Role in Nonacademic Performance	10	71.4	2	14.3	-	-	1	7.1	1	7.1

Table 1.3 shows that, 12 (85.7%) Principals channeled most rewards towards students' academic performance, 11 (78.6%) towards teachers academic performance, 2 (14.2%) towards students non-academic performance and 2 (14.2%) towards teachers nonacademic.

On the other hand, 12 (85.7%) principals channeled little rewards towards teachers role in nonacademic performance, 11 (78.6%) towards students non-academic performance, 2 (14.2%) towards teachers academic performance and 1 (7.1%) towards students' academic performance. The findings show that, performance in nonacademic activities is not being rewarded as it is the case in academic performances in subjects such as Mathematics and Sciences.

Such inequity originating from the school administration tends to reduce performance in relation to development of Multiple Intelligence amongst students. Although the study feels that, academic activities involving teaching and learning of subjects such as Mathematics are essential for survival and thriving in the world, non-academic activities are also important for fuller human development.

These findings agreed with what Misigo (1998) noted that, Kenyan education is oriented towards academic achievement that rewards individuals merely for being competent in academics. Greenberg (1989) observes that, such inequity creates internal state of tension that motivates an individual to reduce her efforts and even withdrawing from participating in nonacademic activities in which he is talented.

CONCLUSIONS AND RECOMMENDATIONS

The study found out that, the pupils who were sampled in Keiyo South County secondary schools were found to possess all the intelligences in varied degrees. Interpersonal abilities as perceived by the pupils appeared to be the strongest intelligence. It was also found out that, students were willing to take subjects that enhance Multiple Intelligence such as; Music, Art and Design, Home science and Computer. Indeed the school administration should be involved in developing these intelligences through incentives in order for students to sustain themselves in future.

The study further established that school administrations glaringly put a high premium on the academically superior and seemingly treat nonacademic process as incidental in terms of incentives. Teachers and students who excel in music, in sports, in leadership and other fields of human endeavor are given only minor awards suggesting a standard below that of academic excellence. This implies that, there may be low morale among teachers and students. The study recommends that:

- i. Schools ought to motivate its teachers and students in order to maintain high performance of Multiple Intelligences. To supplement their efforts it is suggested

that, administration policy makers should create incentives for schools that develop students Multiple Intelligences. This could include broadly defined competitive grant programmes based on the quality of examination results in subjects enhancing Multiple Intelligences such as Music, Home science, Art and design and Computer and co-curriculum activities as a way of reinforcing the efforts of those schools yearning to provide quality of the students.

- ii. Teacher's efforts and students performance in M.I need to be recognized and appreciated by the school administration if at all development of the same is to be achieved.

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