



INFLUENCE OF INCENTIVES STRATEGIES ON CHANGE MANAGEMENT IN TEACHERS TRAINING COLLEGES IN KENYA

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ABSTRACT

PURPOSE: The study aimed to examine the impact of incentive strategies on change management within teacher training colleges in Kenya.

METHODOLOGY: A descriptive survey research design was adopted, with the target population consisting of 248 respondents, including principals, deputy principals, Deans of Curriculum, Deans of Students, ICT staff, and human resource staff from 15 teacher training colleges. The sample size of 148 was determined using the Krejcie and Morgan formula, and stratified random sampling was employed. Data was collected through structured questionnaires and analyzed using SPSS and Excel. Descriptive statistics (means, standard deviation, and frequency) and inferential statistics were used to analyze the data.

RESULTS: The findings of the study revealed that incentive strategies have a positive and significant impact on change management in teacher training colleges ($\beta_1 = .187, p < 0.05$). The results suggest that incentive strategies, such as those focused on ICT adoption, curriculum changes, and infrastructure improvements, significantly influence the acceptance and successful implementation of educational reforms like the CBC.

CONCLUSION: The study concludes that offering tailored incentives and recognition programs significantly encourages employee engagement and acceptance of institutional changes, ultimately driving positive change management in teacher training colleges.

Keywords: *Incentive Strategies, Change Management, ICT Adoption, Curriculum Change, Teacher Training Colleges, Competence-Based Curriculum, Infrastructure*

INTRODUCTION

Kenya's education sector is undergoing major reforms with the introduction of the Competence-Based Curriculum (CBC), requiring effective change management strategies to ensure educators are well-prepared for this transition (Duchscher & Windey, 2018). Teachers training colleges (TTCs) are central to this process, as they equip future teachers with the skills and knowledge necessary to implement these changes (Kanamugire, Yadav & Mboniyirivuze, 2019). Incentive strategies, both intrinsic and extrinsic, play a key role in motivating educators and facilitating their acceptance of change. Intrinsic incentives, such as professional development, job satisfaction, and personal growth, contribute to teachers' positive engagement with reforms when they perceive opportunities for advancement (Steinert, O'Sullivan & Irby, 2019).

The Teachers Service Commission (TSC) has aligned its objectives with Kenya's Vision 2030, particularly under the social pillar emphasizing education and training (Riechi, 2021). To enhance service delivery, the TSC has implemented measures focusing on customer service, professionalism, and innovativeness. However, the CBC's implementation in primary schools has been challenging, as many teachers were not adequately trained to adapt to the new curriculum (Micheni, 2021). Only a few educators successfully employed individualized learning and other methods required by CBC. Studies suggest that teacher training needs to be strengthened to ensure effective CBC delivery (Mwang'ombe, 2021; Ngeno, 2023).

The TSC has taken proactive steps in managing change by conducting systematic assessments to identify gaps in their change programs (Munyao, 2019). Successful change requires continuous learning and the institutionalization of new behaviors, supported by strategic planning (Kiprop, 2022). Change management strategies include incentive strategies, exercising authority, championing change, and leveraging human resources (Errida & Lotfi, 2021). These strategies aim to foster sustainable change in institutions, ensuring that desired outcomes are achieved (Maki, 2023).

Extrinsic incentives, such as bonuses, promotions, and recognition programs, are also critical for encouraging teachers to adopt new practices and align their efforts with institutional goals (Makhijaa & Akbarb, 2019). Initiatives like the Training of Trainers for Teacher Education and Management (TOTEMK) underscore the importance of professional development in fostering adaptability within TTCs. While such strategies are

beneficial, challenges like resistance to change, inadequate resources, and varying levels of educator readiness can impede effective implementation. Addressing these challenges requires tailored approaches to meet the specific needs of different TTCs, ensuring that the influence of incentive strategies in change management is optimized.

Incentive strategies significantly influence change management in teachers training colleges in Kenya. By effectively utilizing both intrinsic and extrinsic motivators, educational institutions can create a supportive environment that promotes the successful adoption of reforms like CBC, leading to improved educational outcomes and alignment with national goals.

Statement of the Problem

Teacher training colleges (TTCs) in Kenya are expected to adapt flexibly and efficiently to technological advancements and policy changes while maintaining academic standards (Saroyan & Frenay, 2023). Effective change management can lead to improved staff performance and enhanced student learning experiences (Balzer, 2020). However, TTCs face numerous challenges in managing these changes, particularly due to a lack of resources, funding, and infrastructure. These limitations hinder their ability to implement changes effectively, impacting the quality of education they provide.

While successful change initiatives have been observed in schools, comprehensive research on the effectiveness of various change management strategies in TTCs is lacking (Cheng, 2022). This gap prevents a full understanding of the best approaches for managing change in these institutions (Errida & Lotfi, 2021). In Kenya's Rift Valley Region, despite the expansion of TTCs, concerns about the effectiveness of change management during educational reforms persist (Scott, 2020). Limited research has been conducted on change management practices specific to TTCs in this region, leaving their unique challenges and best practices largely undocumented (Kazungu & Sharifi, 2023).

This lack of knowledge hinders the development of tailored strategies to address the specific needs of TTCs, thereby affecting the success of reforms and the quality of teacher training. To bridge this gap, further research is needed to assess the efficacy of change management strategies in TTCs, particularly in the Rift Valley Region. Such studies would help identify the most effective interventions for different contexts, improving the quality of instructional delivery and supporting the success of educational reforms across Kenya.

LITERATURE REVIEW

Theoretical Review

Kotter's 8-Step Model for Change, developed in 1995, provides a structured approach for guiding organizational transformation. The model outlines eight steps, including establishing a sense of urgency, building a guiding coalition, developing a strategic vision, empowering volunteers, removing obstacles, celebrating short-term successes, maintaining momentum, and embedding the change into organizational culture (Laig & Aboejo, 2021). This framework emphasizes the importance of forming alliances, effective communication, and empowering employees to ensure a successful transformation (Haas et al., 2020).

Applying Kotter's model to teacher training colleges in Kenya involves aligning specific change management strategies with its steps. For instance, creating a sense of urgency through incentive strategies emphasizes the need for change, while building coalitions through authority-based strategies ensures key stakeholders drive change (Jones, 2019). Champions of change develop a strategic vision, and human resource strategies empower educators to actively engage in the transformation process (Monday, 2023). Effective communication, removing obstacles, and celebrating successes ensure momentum is sustained, leading to successful change implementation (Canales, 2023).

Despite its effectiveness, Kotter's model has limitations. It can be rigid and linear, not fully accounting for the continuous and iterative nature of change (Mancini, 2023). Additionally, the model may neglect the emotional and psychological aspects of change, such as fear or anxiety, which can affect individuals' motivation and performance during the transition (Waddell, 2022). Therefore, while the model offers valuable insights, it may need to be adapted to address these complexities in dynamic change environments.

Empirical Review

Incentives Strategies and Change Management

Incentive strategies have long been recognized as essential tools for motivating and enhancing employee performance across various industries, including education (Alkandi et al., 2023). Monetary incentives such as bonuses, salary raises, and financial rewards not linked to tenure or education play a crucial role in attracting, retaining, and motivating employees (Birhanu, 2022). Extrinsic incentives are based on the economic assumption that individuals are primarily motivated by self-interest, aiming to increase productivity by

offering tangible rewards (Serenko & Bontis, 2016). In the education sector, teacher compensation is often determined through collective bargaining, with pay structures based on experience and qualifications (Frandsen, 2016). However, this tiered system can be complemented by incentive programs to boost motivation and performance.

Education policymakers often adopt two main approaches to incentivizing teachers. One approach focuses on a pay scale linked to experience and professional qualifications, while the other gives policymakers flexibility in designing financial incentives to improve teacher performance (Ryan et al., 2017). Programs such as professional development and recruitment screenings aim to motivate teachers through opportunities for advancement. Finegold (2019) explores the second approach, focusing on the impact of monetary incentives on educator effectiveness by examining both motivational and selection effects. Incentive programs that align with these systems can lead to better outcomes in terms of teacher performance.

In Kenya, the role of incentives in improving employee performance has been explored within the Ministry of Education. Mmbusa (2019) found that incentives positively impacted employee performance, although perspectives on the influence of incentives varied. The study recommended a uniform incentive system across departments to prevent discrimination. Similarly, Aseka (2016) examined how reward systems influenced performance in public colleges in Nairobi. The findings indicated that compensation schemes were often unsatisfactory, and there were disparities in the distribution of recognition awards. The study emphasized the need for performance-based compensation plans to stimulate and reinforce organizational culture while recommending the implementation of recognition programs and skill development opportunities to maintain employee motivation.

However, research on the effectiveness of change management strategies in teacher training colleges in Kenya remains limited. Change management involves addressing both structural and motivational aspects of organizational change. Shao (2019) highlighted the importance of leadership, organizational structure, and culture in enhancing strategic change management. The study suggested that improving these areas could help organizations achieve their implementation goals. Additionally, management should focus on increasing project funding, avoiding political interference, and offering training opportunities to employees to enhance core competencies.

In the context of Kenya's teacher training colleges, Wu et al. (2023) conducted a randomized controlled trial to evaluate the effects of tracking, teacher incentives, and peer effects. The study found a significant correlation between incentive programs and employee productivity, with intrinsic motivation emerging as the most critical factor in performance. Employees expressed a preference for financial incentives, promotions, and training opportunities over other forms of compensation, underscoring the importance of tailoring incentive systems to individual preferences.

Research by Okello (2021) on the impact of reward philosophy on the growth of Kenya's furniture manufacturing industry found that reward systems significantly affected the expansion of micro and small enterprises. The study suggested that policies supporting access to finance, training, and research and development are essential for fostering innovation and growth among entrepreneurs.

Change Management

Change management in educational institutions involves multiple factors, including leadership, resources, personnel, and procedures, all aimed at guiding the organization to its desired outcomes (Williams & Wade-Golden, 2023). Effective change requires strong leadership, with full support from the Senior Management Team (SMT) and active participation from teaching staff, particularly in curriculum reforms (Greggor et al., 2016). Leadership plays a crucial role in securing buy-in from all parties, with proactive adaptation to change essential for organizational survival (Schwarz et al., 2021).

During mergers, leadership's handling of organizational culture and change acceptance significantly affects the success of the transition (Mahat et al., 2021). Leaders must communicate openly and implement changes in a transparent manner to foster positive perceptions among employees. Research on the Independent Electoral and Boundaries Commission of Kenya shows that successful change management involves communication, technology, training, and staff engagement (Makau, 2017). Similarly, strategic changes such as shifting company culture, reducing costs, and embracing new technologies have driven financial success for companies like Pinnacle Projects Ltd (Kenge, 2021).

Additional studies, such as those on Plan International Kenya, identified time, power dynamics, and attitude towards risk as key factors influencing change management strategy (Anyieni & Areri, 2016). Strong organizational culture, leadership, and technological

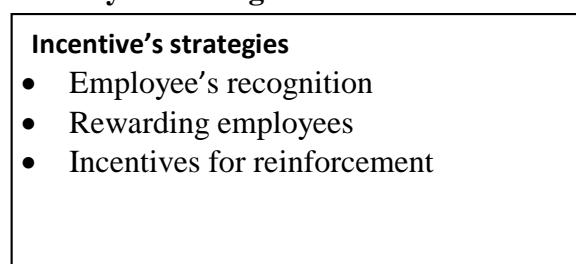
advancements have been shown to positively impact employee performance in higher education institutions (Wanza & Nkuraru, 2016). A results-oriented change process and inspiring leadership are recommended to boost productivity (Yandi, 2022).

However, most research has focused on university settings rather than teacher training colleges. Maithya (2019) examined how principals' extracurricular strategies influence academic performance in public teacher training institutions, highlighting the unique context of these colleges.

Conceptual Framework

Independent Variables

Efficacy of Strategies



Independent Variables

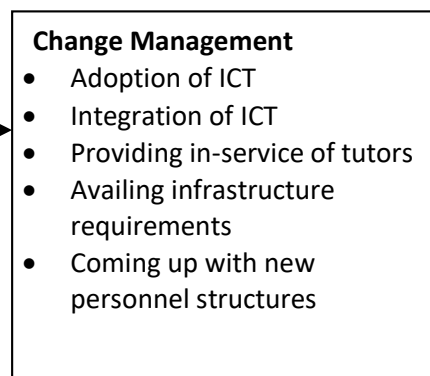


Figure 1: Conceptual Framework

RESEARCH METHODOLOGY

The study adopted a descriptive research design, targeting 248 respondents, including principals, deputy principals, Deans of Curriculum, Deans of Students, ICT staff, and human resource staff from 15 teachers' training colleges in the Rift Valley Region. Stratified random sampling was used, with respondents selected proportionately from their colleges. Data was collected using structured questionnaires, with a pilot study conducted in two non-participating colleges to ensure validity and reliability, assessed through Cronbach's Alpha. Questionnaire data was cleaned and coded for analysis in SPSS version 25, with Likert scales transformed to mathematical codes. Descriptive statistics, including frequency, means, and standard deviations, were used to describe the population, while inferential statistics such as correlation and multiple regression analyses quantified relationships between variables. The multiple regression model predicted the dependent

variable based on independent variables, isolating their individual effects and helping explain complex interactions for prediction and model building.

DATA ANALYSIS AND FINDINGS

This section details the findings of the study. They include descriptive and inferential outcome.

Descriptive Statistics

Incentives Strategies and Change Management

The respondents were first asked to indicate their level of agreements regarding the influence of incentives strategies on change management in teachers training colleges. Using a likert scale of 1-Undecided [UD], 2-strongly disagree [SD], 3- Disagree [D], 4-Agree [A], 5 - Strongly agree [SA]. The study results are presented in Table 1.

Table 1: Incentives Strategies and Change Management

Statements		UD	SD	D	A	SA	Mean	Std. Dev
1. The organization offer incentives that encourages us to accept the new direction of the college	F	16	17	14	39	24	3.35	1.34
	%	14.5	15.5	12.7	35.5	21.8		
2. There is employee's recognition programs tailored to specific actions and institution changes	F	20	10	23	33	24	3.35	1.28
	%	18.2	9.1	20.9	30	21.8		
3. The employees are rewarded based on the improvement they show during the college management changes	F	17	12	22	42	17	3.27	1.24
	%	15.5	10.9	20	38.2	15.5		
4. There are some workers who need to be 'bought' in terms of incentives into change	F	7	18	30	35	20	3.08	1.40
	%	6.4	16.4	27.3	31.8	18.2		
5. Provision of incentives help reinforce the behaviours for change	F	12	7	12	39	40	3.85	1.27
	%	10.9	6.4	10.9	35.5	36.4		
6. Leadership appreciates their employees during a difficult time of transition	F	17	15	17	40	21	3.32	1.13
	%	15.5	13.6	15.5	36.4	19.1		
Aggregate mean score							3.37	1.26

The study revealed that a majority (57.3%) of respondents agreed that the organization offers incentives that encourage them to accept and align with the new direction of the college, supported by a mean score of 3.35 and a standard deviation of 1.34. This finding aligns with Nnubia (2020), who noted that institutions use incentives to increase motivation and productivity by linking financial rewards with individual output. Börü (2018) also emphasized that when teachers feel valued, they remain motivated without additional efforts. Recognition programs tailored to specific actions were agreed upon by 51.8% of respondents, with a mean of 3.35 and a standard deviation of 1.28. This contrasts with McPherson and Schapiro (2021), who noted uneven recognition distribution in institutions. The study suggested that well-structured recognition programs could enhance employee motivation.

Additionally, 53.6% of respondents agreed that employees are rewarded based on their improvement during college management changes, supported by a mean of 3.27 and a standard deviation of 1.24. This finding concurs with Mugaa, Guyo, and Odhiambo (2018), who established a link between reward strategies and employee performance. Moreover, 50% of respondents believed that some workers need incentives to embrace change, with a mean of 3.08 and a standard deviation of 1.40, echoing Berg (2015), who highlighted the effectiveness of financial incentives in influencing behavior.

Lastly, 71.8% of respondents agreed that incentives reinforce behaviors needed for change, with a mean of 3.85 and a standard deviation of 1.27. This supports Van der Oord and Tripp (2020), who identified promotion and recognition as motivators in management. Furthermore, 55.5% of respondents agreed that leadership appreciation during transitions is crucial, which aligns with Weber, Büttgen, and Bartsch (2022), emphasizing the importance of competent leadership in managing organizational change. Overall, the study concluded that incentive strategies positively influence change management in teacher training colleges by encouraging employee engagement and alignment with new institutional directions.

Change Management in Teachers Training Colleges

The respondents were first asked to indicate their level of agreements regarding the influence of change management in teachers training colleges in Kenya. Using a likert

scale of 1-Uncertain [UD], 2-strongly disagree [SD], 3- Disagree [D], 4- Agree [A], 5 - Strongly agree [SA]. The study results are presented in Table 2.

Table 2: Change Management in Teachers Training Colleges in Kenya

Statements		UD	SD	D	A	SA	Mean	Std. Dev
1. The college has been able to adopt ICT in their daily operations	F	6	5	14	52	33	3.85	1.12
	%	5.5	4.5	12.7	47.3	30.0		
2. The college has been able to integrate ICT in their teaching and learning as a way of managing change	F	12	3	10	62	23	3.84	0.95
	%	10.9	2.7	9.1	56.4	20.9		
3. The institution has conducted in-service of tutors to ensure they acquire skills and knowledge on new curriculum	F	3	6	6	61	34	4.01	1.02
	%	2.7	5.5	5.5	55.5	30.9		
4. The institution has ensured that there is adequate infrastructure to facilitate new changes in the college	F	15	7	15	57	16	3.55	1.09
	%	13.6	6.4	13.6	51.8	14.5		
5. The college has competent and qualified tutors to handle the new curriculum	F	8	2	5	50	45	4.19	0.89
	%	7.3	1.8	4.5	45.5	40.9		
6. The institution is ready implement the curriculum change to diploma in primary education	F	5	1	4	57	43	4.25	0.77
	%	4.5	.9	3.6	51.8	39.1		
7. The college has incorporated CBC in teacher training programs	F	7	3	2		52	4.29	0.88
	%	6.4	2.7	1.8		47.3		
Aggregate mean score							3.997	0.96

The study revealed that 77.3% of respondents agreed that the college has successfully adopted ICT in daily operations, with a mean of 3.85 and a standard deviation of 1.12. Similarly, 77.3% of respondents confirmed that ICT has been integrated into teaching and learning to manage change (mean=3.84, standard deviation=0.95). Additionally, 86.4% of

respondents agreed that the institution has provided in-service training for tutors to equip them with skills for the new curriculum (mean=4.01, standard deviation=1.02). Furthermore, 66.3% acknowledged that the institution has ensured adequate infrastructure to support these changes (mean=3.55, standard deviation=1.09).

The study also found that 86.4% of respondents agreed that the college has competent and qualified tutors to handle the new curriculum (mean=4.19, standard deviation=0.89). A high percentage, 90.9%, expressed confidence in the institution's readiness to implement the curriculum change to diploma in primary education (mean=4.19, standard deviation=0.89). Lastly, 89.1% agreed that the college has successfully incorporated the Competence-Based Curriculum (CBC) in its teacher training programs (mean=4.29, standard deviation=0.88).

Correlation between incentives strategies and change management

The study conducted a correlation analysis between incentives strategies and change management in teachers training colleges.

Table 3: Correlation Between Incentives Strategies And Change Management.

Incentives strategies		
Change management	Pearson Correlation	.569**
	Sig. (2-tailed)	.000
	N	110

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

Study results indicates that there was a strong positive and statistically significant correlation between incentives strategies and change management in teachers training colleges, ($r = 0.569$; $p < 0.05$). The study agreed with Kiprotich, (2019) indicated that in their organization incentives had an influence on the employees, those TSC employees adopted new changes through communication, empirical-rational strategy enhanced communication in their organization, TSC employees had innovative thinking and their organization explained to the employees the need for adopting new values, the organization had improved on the service delivery, employees were also identified that they always did what they were ordered to do by their supervisor, employees work in teams when there is any change and employees are flexible when it comes to adopting change.

Table 4: Regression Model Coefficients for Incentive’s strategies

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.942	.262		3.596	.000
Incentive’s strategies	.187	.063	.230	2.981	.004

The study results revealed that there was positive linear effect of incentive’s strategies on change management in teachers training colleges ($\beta_1=.187$, $p=0.004$). This reveals that an increase in incentive’s strategies leads to increase in change management by 0.187 units.

The regression equation becomes;

$$Y = 0.942 + 0.187X_1$$

These findings agreed with Díez, Villa, López and Iraurgi, (2020) relationships with community were given less value by the teachers who were involved in the study. Therefore, it is necessary to train teachers to know how to foster their relationships with community owing to the important effect that it has on the better development of schools. School-to-school networks contribute to the construction of communities of practice and collaborative structures, locally and regionally, fostering improvement at three levels: classroom, school, and system. Thus, lateral capacity building is developed by fostering collective responsibility on instruction, sharing a moral purpose, and learning with and from one another.

CONCLUSION AND RECOMMENDATIONS

The study concludes that the organization offer incentives that encourages and makes them accept and ultimately engage with the new direction of the college. Also, there is employee recognition programs and rewards tailored to specific actions and institution changes. Further, they are rewarded based on their improvement during the college management changes. Finally, some workers need to be ‘bought’ in terms of incentives for change. The study results also showed that incentives strategies positively and statistically significant on change management in teachers' training colleges. This implies that offering incentives encourages and makes employees accept and ultimately engage with the new direction of college hence changing the management practices of the college.

LIMITATIONS OF THE STUDY

One of the limitations of the study is that the focus on teacher training colleges in Kenya, which may limit the generalizability of the findings to other contexts. To enhance generalizability, the study incorporated a more diverse sample from various teachers training colleges in Rift Valley Region to ensure broader applicability of findings.

The study rely on self-reported data from teachers and administrators, which could be subject to social desirability bias and may not accurately reflect the actual implementation of change management strategies and again. To mitigate social desirability bias and inaccuracies in self-reported data, researcher considered including open-ended questions to allow for explanations beyond closed ended questions.

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