INFLUENCE OF MOTIVATION ON TEACHERS’ JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN RACHUONYIO SOUTH SUB-COUNTY, HOMA-BAY COUNTY: KENYA

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY AND CURRICULUM STUDIES, SCHOOL OF EDUCATION, IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION, IN EDUCATIONAL ADMINISTRATION, KENYATTA UNIVERSITY

JUNE 2015
DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution for consideration of any certification.

The research Project has been complimented by referenced sources duly acknowledged. Where texts, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This research project is dedicated to my beloved spouse Monica and my children; Eddy, Dotty, Daisy and Candy for offering both financial and moral support during the entire duration of this course.
ACKNOWLEDGEMENT

It is crucial to identify in a special way key persons whose contributions in different measures count a great deal in the development of this research project. To begin with I acknowledge the tireless effort of my research Supervisors Prof. John A. Orodho of Department of Educational management policy and curriculum studies school of education and Dr. George Onyango, Dean, Digital School of Education. They were always available at my request and often put their other engagement at stake to see me through my research undertaking by offering professional advice, guidance and healthy criticism. I also appreciate the role played by my various lecturers for guiding me through this challenging field of academia. In this category, many thanks also to Prof. Patroba Ondieki for he held my hands tenderly and let me through the turbulent water of academic endeavors to achieve a standing ovation. Besides, I also find it prudent not to ignore my colleagues at Kenyatta University Educational Administration Masters Class of 2011-2013 for always being available wherever I encountered challenges during the course of my studies. They offered a range of support from exchange of reading materials, viewing my research work, as well as offering accompaniment for facing threatening academic challenges anyone else is bound to encounter in academic modeling.

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<tr>
<td>Bom</td>
<td>Board of Management</td>
</tr>
<tr>
<td>CDF</td>
<td>Constituency Development Fund</td>
</tr>
<tr>
<td>DQASO</td>
<td>Department of Quality Assurance and Standard Officer</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
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<tr>
<td>FPE</td>
<td>Free Primary Education</td>
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<tr>
<td>K.C.S.E</td>
<td>Kenya Certificate of Secondary Education</td>
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<tr>
<td>GPA</td>
<td>General Purpose Account</td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goal</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science Technology and Innovation</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
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<tr>
<td>Rok</td>
<td>Republic of Kenya</td>
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<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nation Education Scientific and Cultural Organization</td>
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<td>UNO</td>
<td>United Nations Organization</td>
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ABSTRACT

This study sought to investigate the influence of motivation on teachers’ job performance in public secondary schools in Rachuonyo South Sub-county. It was guided by three objectives; influence of in-service training, working conditions and promotion on teachers’ job performance. The study was grounded on the basic assumptions that respondents would be willing to give information objectively and honestly, data collection instruments would be valid and reliable in measuring the desired outcomes and that the study sample would represent the target population in its major characteristics. Literature was reviewed against the backdrop of the key study variables and Mc Cleland’s Achievement theory provided the platform upon which the study was grounded. The study adopted a quantitative research paradigm employing a descriptive survey research design. The study targeted a population of 1568 teachers in public secondary schools in Rachuonyo South Sub-county from which a 10% sample size of 158 respondents was selected using stratified random sampling techniques. In this study, data was collected using questionnaire, whose validity and reliability were ascertained before being administered in the field for actual data collection. To ascertain the effectiveness of the data collection instruments, a pretest sample of 10% of the study sample size was used with a sample that was similar, but not the actual study sample. The questionnaire was prepared in such a manner that different items were integrated to ensure collection of maximum data, with most questions being closed ended and a few open ended, contingency and matrix items. Data was analyzed with the aid of SPSS (Statistical Packages of Social Scientists) using computer in which descriptive statistics such as frequencies and percentages were generated and presented in frequency distribution tables. The study, upon data collection realized a good questionnaire response rate of 76.43%, hence a strong justification for analysis. The study revealed that motivation was crucial in enhancing teachers’ commitment to job performance, given that most public secondary schools in Rachuonyo South Sub-county had qualified teachers and were therefore expected to perform their tasks well, yet this remained a tall order as a result of the presence of motivation gaps. It was concluded that motivation strategies such as frequent in-service training, regular promotion and the general improvement of the working conditions that formed the major study variables, were critical in enhancing teachers’ job performance. For policy formulation, the study recommended that the administration of public schools should formulate internal motivation policies for enhancing commitment to task performance, the government to formulate policies that are geared towards improving the general working conditions in public schools to facilitate superior job performance. On further research, the study recommended an investigation of the influence of intrinsic rewards on teachers job performance, the extent to which working conditions alone influence teachers job performance, the difference in job performance between teachers in Rachuonyo and other areas in Kenya and an examination of significant negative influences of motivation.
CHAPTER ONE
INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Introduction

This chapter entails the background of the study, problem statement, and purpose of the study. Besides, it also features objectives of the study, research questions, operational definitions of the variables and theoretical framework. Moreover, also contains the conceptual framework of the study, rationale for the study, significance of the study, as well as limitations of the study.

1.2 Background to the Study

Education is one of the vital tools for emancipating mankind, such that each society puts a lot of capital on it to ensure that the entire generation acquires the necessary skills, knowledge and the desired attitudes critical for future survival. However, owing to its value, the extent to which education is measured greatly anchors on examination scores, yet academic achievement also corresponds to teachers’ job performance.

In the light of this reality, human capital investment plays significant role in addressing students’ performance gaps. Reporting from a study carried out in Singapore on the influence of in-service training on employee performance in state owned organizations, Domack (2012) noted that the most crucial resource for organization is human capital, development through continuous training. It is advised that regular training should be encouraged to renew the employees’ vigor in undertaking tasks effectively, as this motivates individual workers to get committed to the ideals of the organization.
From the works of Damian (2012) focusing on factors influencing teachers’ work performance in public institutions in the central Sangwang-China, it was observed that teachers tend to perform well when provided with conducive working environment. She noted that the working environment, not necessarily high pay, if properly improved to satisfaction of a worker, one gets motivated and the output is high.

Studying the influence of extrinsic rewards on teachers’ job in public secondary schools in the informal settlements in urban populations in Argentina, Otega (2011), indicated that teachers were hardly motivated and hence it was common to meet learners abandoned in classes, while teachers engaged in informal businesses. The researcher recommended that various incentives ought to be availed to teachers to motivate them so as to dedicate a lot more time with learners.

Observing from the study based on factors influencing students’ performance in national examinations in basic educational schools in India, Divili (2008) reported that teacher’s performance directly influenced learning outcomes, whose measures are examination results. It is suggested that, working with customers who hardly appreciated the roles teachers play in their life, teachers found themselves in a more challenging working environment, hence needed a lot of motivational rewards to overcome performance bottlenecks.

Zuma (2008), while conducting a comparative survey between teachers’ job performance in private learning institutions and those in public institutions in Kwazulu Natal Province in South Africa, established that most teachers in public institutions cited job security as the only advantage enjoyed in public institutions. In
stark contrast, most private sector teachers cited improved working conditions and several other fringe benefits on their advantage. Enumerating factors influencing teachers’ productivity in public institutions in Nigeria, Emenike (2013) observed that; working conditions, availability of working tools and resources, improved knowledge and skills through regular training, accessibility to information and a sense of recognition, superior remuneration and handsome reward system, are the critical ingredients of worker job performance.

Organizations seeking to remain relevant in their operations within an industry that is characterized by heightened competition must emphasize on investing more in human resource than any other, Ousmame (2013). It was observed in his survey commissioned in Senegal on sustainability of established learning institutions amid rising competition from new arrivals that embracing new technology and new ways of doing things determine institutions ability to renew itself and maintain a competitive edge over rivals. It was also noted that schools that were able to remain relevant in undertaking their key mandates to society focused on the human capital development through superior motivational rewards.

Looking at critical success factors for institutional growth in the public sector in Uganda with particular focus on secondary schools, Tawa (2012) cited training, improved working environment, handsome salary and wages and motivating rewards as central to teachers’ performance. It was suggested that involving the teaching fraternity in making decisions on matters pertinent to the growth of such institutions, creates a sense of ownership hence such teachers will sacrifice for the benefit of the institutions. Polly (2009), like others, in her study on the influence of motivation on workers performance in Rwanda, noted that a feeling of self worth
and recognition by a worker enhance their desires to give much to the organization. According to Noor (2009), a university student from Dar-es-salaam in Tanzania on a study, focusing on the relationship between job performance and learners’ academic performance in national examinations, a pool of factors, working in an interplay, were found to influence academic results. These factors were basically teacher related and bordered on motivational aspect; in service training for gaining more skills and knowledge, better remuneration, material rewards and suitable working conditions.

In Kenya, just like elsewhere, teachers encounter performance challenges, in which irregular work attendance is common, professional documents are rarely prepared, supervision of school activities are ignored, class work are inadequate and generally, learners are literally left on their own, Odul (2012). It was observed that without attempts put in place to motivate teachers, improved students’ performance would be difficult to realize. Reporting for a study conducted in Singoiroi Division in the Bomet County on factors influencing teachers’ job performance in public primary Schools, Koech (2013) indicated that working environment must be improved to enhance working productivity.

Wanjala (2012), having done a study in Vihiga Sub-County with a focus on the influence of motivation on teachers’ work performance, indicated that teaching was a domain that required sacrifices given that most institutions had done very little to motivate them, and this was to blame for perennial poor academic performance. While giving a report on teachers’ job performance in public secondary schools in the Sub-County, Rachuonyo  South Sub-County Quality Assessment Report (2013) established that there was serious laxity among the teachers in preparing
professional and the necessary teaching documents, such as schemes of work, lesson plans of work, supervision of school activities was equally inadequate and learners were insufficiently attended to. This study therefore sought to investigate the influence of motivation on teachers’ job performance in Rachuonyo South Sub-County.

1.3 Statement of the Problem

Omari (2013), on his comparative study focusing on the performance of teachers in public primary schools and private ones in Kenya, observed that teachers in private schools tend to perform better than those in public institutions. Reporting from his study based on factors in students’ performance in internal examinations in public secondary schools in Kasipul Division, Oguta (2012) observed that performance of an individual teacher directly corresponds to the performance of learners in internal examinations, and that the level of motivation of teachers significantly influenced their general performance. He concluded that learners’ performance was substandard because teachers did not display commitment to duty.

While giving a report on teachers’ job performance in public secondary schools in the Sub-County, Rachuonyo South Quality Assessment Report (2013) established that there was serious laxity among the teachers in preparing professional and the necessary teaching documents, such as schemes of work, lesson plans and lesson notes. Moreover, it was also observed that more teachers were irregular in their places of work, supervision of school activities was equally inadequate and learners were insufficiently attended to, as most of these teachers felt demotivated. This study therefore sought to investigate the influence of motivation on teachers’ job performance in public secondary schools in Rachuonyo South Sub-County.
1.4 Purpose of the Study
The purpose of the study was to investigate the influence of motivation on teachers’ job performance in public secondary schools in Rachuonyo South Sub-County.

1.5 Objectives of the Study
The study was guided by the following objectives;

i. To explore the extent to which in-service training influences teachers’ job performance in public secondary schools in Rachuonyo South Sub-County.

ii. To examine the contribution of promotion on teachers’ job performance in public secondary schools in Rachuonyo South Sub-County.

iii. To determine the influence of working conditions on teachers’ job performance in public secondary school in Rachuonyo South Sub-County.

1.6 Research Questions
The study sought to provide answers to the following research questions;

i. To what extent does in-service training influence teachers’ job performance in public secondary school in Rachuonyo South Sub-County?

ii. What influence does promotion have on teacher’s job performance in public secondary schools in Rachuonyo South Sub-County?

iii. What influence does working conditions have on teacher's job performance in public secondary school in Rachuonyo South Sub-County?

1.7 Significance of the Study
It was hoped that this research study would be significant to teachers in Public Secondary Schools in Rachuonyo South Sub-County, for they would gain information on how to improve their performance in various engagements. Besides,
teachers at different levels of education, basic, tertiary, as well as higher education would equally benefit significantly from the study results by obtaining best human capital management practices to enhance job performance, for the benefit of both individual worker and the organization. Moreover, the study would also be significant to the management of public schools to gain insights into measures geared towards enhancing performance of teachers and formulate motivational policies that enhance employee performance. The government also stands to benefit from the study, especially the Teachers Service Commission (TSC) in acquiring vital information critical for improving terms and working conditions of teachers in order to increase their level of job performance. The findings also may help the Board of Management (BOMS) in providing rewards that give teachers impetus to work harder and facilitate students’ performance.

1.8 Limitations of the Study

The study was limited by several environmental factors, as it was done in Rachuonyo South Sub-County with its geographical vastness and during the period of long rains. This meant that most roads remained impassable for long hence it posed difficulties in accessing the respondents. The study was also be limited by insufficient resources for developing the research instruments and spending on other research related activities. Moreover, the study was also be constrained by unwillingness of some respondents in giving information as a consequence of unexplained suspicions. However, these limitations were overcome by employing strategies such as visiting respondents on motorbikes, operating within the budget and also informing to the respondents of the significance of the study as well as disclosing statement of confidentiality between the researcher and the respondents,
that any information obtained would strictly be used for academic purposes only and never divulged to any other person, whatsoever.

1.9 Delimitations of the Study

The research study focused on the influence of motivation on teacher’s job performance in public secondary schools in Rachuonyo South Sub-County, Homa Bay County. Of particular interest in the study were teachers on TSC Payroll who are deployed to teach in public secondary schools in the Sub-County. These schools were geographically spread in the entire five wards, reflecting different characteristics on the bases of, Boarding Boys schools, Boarding Girls schools, Boarding Mixed schools and Mixed Day schools. The final study findings would be generalized on the target population from where the sample was drawn.

1.10 Basic Assumptions of the Study

The study was grounded on the basic assumptions that students general performance directly corresponds to teachers’ job performance; the sample selection procedures adopted would realize a final sample that reflected the true characteristics of the target population in its key attributes; respondents would be willing to give information truthfully and objectively and that the data collection instruments would be valid and reliable in taking the desired measures.

1.11 Theoretical Framework

This study was grounded on McClelland’s Achievements Theory (1986). This theory was considered suitable since the study was based on motives that drive employees to perform tasks in certain ways which was also McClelland’s major preoccupation in the theory.
According to Orodho (2009) theoretical framework refers to a collection of interrelated ideas based on theories attempting to clarify why things are the way they are based on theories, introducing new view of the research problem, allowing understanding realm of the problem, helping conceptualize the topic in its entirely and to acknowledge the problem from a wider perspective for objectivity. In many fields, theories and propositions about concepts and relationships have been formulated. In such field, the researcher may be interested in ascertaining or testing a particular theory, Best and Khan (2008). Motivation is defined as all the tensions and inner energies and drive that move people to behave in particular ways, it is concerned with the ‘why’ of human behavior and explains why people behave in certain ways, Angela (2006). McClelland developed the theory which classified people’s need within the organization in three categories which he called motivational needs; need for affiliation, achievement and power.

Need for affiliation, was associated with employees at the lower level of the organizational hierarchy and meant that human beings need meaningful relationship and places of work are considered to provide the ground upon which workers seek to strike worthy relationship. Need for achievement was associated with middle-level employees and entails workers desire to be seen as achieving more to the organization. Need for power was associated with the top management and he observed that employees at this level are driven by strong desire to alter the Course of events or make strong impression on others and events hence want to be in control of situations and people.
Connecting achievement theory to this study, the researcher noted that motivation played a significant role in influencing teachers’ performance, as each of the study variables; teacher’s in-service training, teachers’ promotion, and the working environment, was basically seen as a motivation with significant influence on teachers’ job performance. In order to increase teachers’ job performance in public Secondary Schools, teachers at every level in the hierarchy of the School administration must be made to feel that their needs are catered for in order to get motivated for higher performance. Management should also appreciate that workers ought to be treated on the basis of their needs rather than universally to boost their performance.

1.12 Conceptual Framework of the Study

A conceptual framework refers to the conceptualization of the relationship between variables in the study and shows the relationship graphically or diagrammatically, Mugenda and Mugenda (2003). The study’s conceptual framework is regarded as significant for it assists the researcher to quickly perceive the relationship established. The conceptual framework of the study is illustrated in figure 1.1
Figure 1.1: Conceptual Framework

In-Service Training
- Entry academic qualification
- Nature of current training
- Training frequency
- Bases of training

Promotion of Teachers
- Number of promotion
- Bases of promotion
- Presence of scheme of service
- Internal promotion

Working Environment
- Availability of working implements
- Diversity of environmental components
- Level of conflict
- Communication system

Teachers’ Jobs Performance
- Regular reporting to work
- Early reporting to work
- Adequate preparation of professional documents
- Supervising of school activities
- Regular assessment of students
- Marking of students work

Independent variable

Moderating variable

Dependent variable

Adopted from Prof. orodho (2008)
In the conceptual framework in figure 1.1 the teacher is perceived to experience motivation which eventually leads to high morale for increased job performance. Such motivations include in-service training, improvement of working conditions and promotion of teachers. The ability of teachers to effectively perform tasks will significantly depend on the level of motivation, as each of the motivating drives will positively influence their commitment on tasks and assignments.

1.13 Rationale / Justification for the Study

The justification for the study drew from the need of ensuring that all of the world’s people acquire quality education necessary in obtaining survival skills for life. In the light of this noble goal, the Kenyan government rolled a policy of registering all children in schools, through free primary and free day secondary schools education, as means of increasing retention rates across the levels of learning. Considering such realities, realizing the objectives of quality education, the process of learning must be strengthened through effective teacher management practices. As these teachers management practices are numerous, for the sake of this study, teacher motivation was considered a crucial dimension in enhancing job performance.
1.14 Definition of Significant Terms as used in the Study

In-service training: refers to subsequent training orientations embraced by teachers continually to equip them with the new trends in the field of education.

Motivation: refers to the drives, both internal and external to a person and are given to reinforce behavior.

Promotion: refers to a process of arousal and internal satisfaction in which the teachers is continually up graded over time by way of salary increment and higher level of responsibility.

Public school: refers to a school developed and maintained by public fund from the government, parents and community.

Teachers’ job performance: refers to how the teachers respond to duty in terms of punctuality in attending lessons, giving and marking assignments, syllabus coverage, preparation of professional documents, supervising school activities and being regular in schools.

Working Conditions: refers to the conditions upon which tasks are performed by teachers in their schools, such as provision of tools, resources, enough working space, availability accommodation, security of tenure, among other factors.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter was designed according to the objectives of the study, to explore the extent to which in-service training; promotion and working conditions influence teachers’ job performance in Public Secondary Schools in Rachuonyo South Sub-County. Presented also in this chapter is summary of literature review.

2.2 Overview of Teachers’ Job Performance

Organizations tend to focus efforts of individual workers on meeting specifically planned goals. Planning in a sound manner is therefore considered a crucial exercise that offers to provide a clear roadmap for realizing organizational accomplishments, (Hart 2010). Focusing on factors influencing teachers’ work performance in public institutions in Singapore, Gollymore (2006) observed that institutions that rarely pay serious attention on motivation of their workforce definitely fail the productivity test. Such schools hardly retain their teaching force should lucrative opportunities get sported.

Studying the level of productivity of employees in private sector firms in third world counties with specific reference to India, Shalu (2009) noted that many private owned institutions and business venture were doing relatively well, contributing approximately more than 60% of the G.D.P in India. It was observed that these organizations were able offered conductive atmosphere for workers to perform their best. From the survey based on factors influencing productivity of workers in the education sector in Brazil, Douglas (2004) discovered that productivity corresponds to the cumulative performance individual employees.
In the same document, it is argued that since every teacher attaches a lot of substantial and sustainable livelihood from organizations, their efforts to perform assigned tasks are always in tandem with obtained benefits. According to Dorothy (2004), management of organizations should not expect a lot from employees by giving little in return. In the work, it is suggested that an internal system should be established in institutions that measures employee productivity and indicates equivalent monetary rewards.

Employee productivity entails several aspects such as increased efforts to achieve high output, innovation to discover new superior ways of doing things, enhanced attitudes to treat customers with respect and the overall profit obtained by an organization, Dorine (2006). It is acknowledged that organizations that emphasizes on motivating workers are ones whose paths to profitability are predictable to the satisfaction of all key stakeholders. Resources which an organization invests in its operations equally determine the extent to which it attains its objectives. It is not just about investment of resources but even the style of deploying such resources would offer strong indicators of organizational performance.

A Chief Executive of an organization who is pre-occupied with producing satisfactory results must provide satisfactory tools and resources necessary in the performance of specific, jobs Andrew (2003). Generally, an organization that is keen on enhancing employee performance must begin this journey by enhancing the working environment before subsequently considering other factors of work execution. Most employees of employees of organizations derive a feeling of recognition and self- worth when working in an environment they will not shy to show off to other people even low, Cyndy (2006).
Employee performance acts as the pressure point that powers the system of an organization such that if the performance is low, the organizational systems also tend to their lows and vice versa. It is advisable to invest in human capital since a pool of competencies is a superior strategy for increasing organizational, Ramsley (2005).

Concentrating human activities on the pivot of performance with little efforts in sharpening skills and knowledge of such employees will simply remain a game of musical chairs, Gant (2011). It is observed that at the heart of employee performance, management of organizations has no meaningful direction if human is not developed as a priority.

Krust (2009), in a study done to establish employee performance in private sector organizations in Argentina noted that, among other factors influencing employee performance is working environment. Element of such a working conditions highlighted by Krust include; terms of employment, whether permanent or temporary; availability of necessary tools and equipment for performing specific jobs and enough working space.

Owuonda (2008) notes that organizations seeking to stand tall in service provision to their intended beneficiaries are those staffed with personnel whose motivational levels are extra ordinary high. It is suggested that primary concern about productivity should place a great premium on human capital which has not only been nursed through training, but which is properly motivated through superior rewards. It is also observed that motivation through rewards should not only be perceived on the parameter of material gain, but if a little exchange of smiles and
recognition between a supervisor and a subordinate is observable, that is motivational enough. Employee training, remuneration and environment upon which tasks are performed are considered as critical in determining the level of productivity in an organization, Otande (2012).

Reporting from his study on ingredients of effective organizational performance, Otande disclosed that training helps to improve the knowledge and skills of workers in the executive of duties. It is noted that workers effectiveness is also boosted by attractive remuneration, allowance, fringe benefits enjoyed and the provision of a conducive working environment. Doing a comparative study between public and private organizations on grounds of worker productivity, Motoke (2011) revealed that performance in public institutions among employees was generally low in stark contrast to workers performance in private organizations. The researcher observed that whereas in public institutions, employees remuneration is pegged on job groups and experience in total disregard of innovation and creativity, private sector on the other hand, fixes remuneration on the extent of achieving performance target and rarely on experience alone. Confirming the challenges of productivity in public institutions in Kenya, Kisivuli (2003) public servants signed performance contract, not for purposes of improving productivity, but fear of losing jobs incase such targets were not attained. In the document, it is advised that public sector employees should read the trends in world of employment because before long every worker would only demand pay upon proof of measurable performance targets they have met.
2.3 Influence of In-Service Training on Teacher’s Job Performance

Training is the process by which knowledge and skills are imparted in individuals for purpose of effectively addressing the challenges of life, Ramsley (2005). In the view of Kizito (2004), training is perceived as the process that results in effective preparation of individuals capable of performing tasks competently. Door (2010) views training as an endeavor that mould people to develop desirable knowledge, skills and attitudes needed in solving real life problems. Seen from another perspective, training is the process by which individual’s ability to execute a task is enhanced through acquisition of skills, knowledge and positive attitude necessary for harmonious co-existence in a social set up, Hommer (2008). Since training is perceived as the process of acquisition of knowledge, skills and desirable attitudes needed in addressing threats in real life, an institution that seeks to solve its job performance challenges must consider investing in human capital, (Njeri, 2010).

Offering in-service Training to teachers is crucial in determining the extent to which an institution intends to achieve its academic goals, since this is motivational for purposes of realizing increased job performance. Institutions therefore need to embrace regular training so that defined behavior patterns expected in the accomplishment of specialized task can be acquired, (Ndege, 2004). Training should be considered in a broad perspective that covers the training for initial job placement in addition to continuous in-service that is helpful in dealing with emerging issues in the field of education.

Doing a study on the influence of training on employee performance in Ainamoi Constituency, Kirui (2010) observed that people often fail to perform their duties well if they display inadequate professional skills demanded by the task. The
Researcher recommends that individual employees should be engaged in tasks for which they have been properly trained. He also advises organization to emphasize the presence of learning curve even by sponsoring employees in short courses such as seminars and workshops in order to boost their competence in performance of tasks. Training of employees makes it easy in job design, since each job depicts certain behavioral attributes which specific job seekers are expected to possess and training is the best strategy to be used in developing such attributes in the workers, Emmah (2013).

Omieri (2009) doing a study that focused on influence of in-service training on teachers’ job performance in public secondary schools in Manga Sub-County of Kisii County, observed that learning institutions should invest more in training their personnel to build human capital with suitable knowledge and skill in order to discharge their duties competently. The researcher suggests that training be embraced continuously so that people skills are enriched for productivity performance of tasks. Mwalulu (2006) conducting a study on organizational productivity with special reference to the NGOs in Nyatike Constituency, recommended that internal policy framework of an organization ought to give special provision for in-service training of employees to gain confidence in their jobs.

All firms must strategize by adopting competitive posture to reign in the market and one effective way of attaining a firm is employees training. Education is seen as a critical factor in enhancing ability of firms to compete, Olango (2004). Loly (2006) advises that in-services training needs not be expensively conducted as this may work against the realization of a firm’s profitability; instead he suggest that at
training sessions can be organized in the form of workshops and seminars with training content focusing on the desired competencies to be acquired by employees. Reporting from the findings of the study conducted in Trans Nzoia, Wanyama (2012), while focusing on factors for the growth of small scale and medium enterprises, observed that training on management was found to have strong influence on the growth of businesses.

2.4 Influence of Working Conditions on Teachers’ Job Performance

Working condition offers an atmosphere upon work done. Its components include availability of working tools and equipments, presence of enough working space needed for accomplishment of various tasks, leadership styles that give freedom of expression of personal desires, innovation and creativity, a feeling of recognition and social work availability of different forms of motivators, Olango (2011). More often, some supervisors demands a lot of effort from subordinates in the execution of task with little regard to provide necessary tools and resources required for effective discharge of duties, Ondigo (2011). Reporting from the study findings conducted at Oyugis Town Council on factors influencing employee performance in local authorities, Odhiambo (2009) observed that many council workers operated briefcase offices in the corridors of the Town Hall due to availability of insufficient working spaces.

Besides the working spaces, the workers also reported being frustrated in the performance of tasks due to lack of adequate resources, particularly field officers. Unable to access the necessary resources for discharging their duties, some workers resorted to conspiring with potential tax payers to deny the council revenues.
Gallan (2003) investigating influence of working conditions on workers performance in health facilities in Venezuela found out that many workers were satisfied with their jobs, citing presence of improved working environment. Most of the health facilities were considered to have hit the performance high, all courtesy to continuous improvement with which health facilities workers were performing. Working environment also entails availability of motivating rewards, accessibility to fringe benefits, guaranteed annual and other leaves as well as annual salary increment, Odundo (2002). It is observed that management should provide variety of motivators rather than focusing on just few known rewards. He observed that focus on a known reward item even if of higher value, monotony is created that reduces such efforts to ordinary routines which create a boring working environment.

Dorine (2004) observes in her study based on employee productivity and organizational performance that when workers have performed their duties according to the expectations of the organizations, such workers be treated in a special manner by rewarding their efforts so as to be able to give more in future engagements. Organization should be structured in a manner that guarantees recognition of innovation and creativity, selfless sacrifice and service to the organization and boldness to embrace risky ventures for the sake of accomplishing group goals.

Emily (2005). It is observed that the enumerated are special attributes of dependable workers who are ready to go miles in order to deliver results. Such workers she believes must be retained at a high premium by the organization since they rarely disappoint their responsibilities.
Wally (2007) advises business organizations to clearly figure out their critical success factors to keep employees focused on what such organizations hold dear to their core mandates. It is observed that concern about communicating standards of performance to workers becomes meaningless if the working environment lacks the standard conditions in tandem with expected targets. Focusing the study based on the contribution of motivation on organizational growth in Senegal, Sembere (2004) noted that getting workers absorbed in their tasks is greatly influenced by the immediate surrounding factors than by what is remote.

The researcher argues that whereas superior remuneration has great influence on employee motivation to perform, remuneration is a remote factor. The actual performance is influenced by several factors, but on the basis of the establishment of conducive working environment.

Complaining about services delivery in government departments in Kenya, Okal (2008) reported that a visit to several government departments in rural areas reveals how pathetic employees working environment are. He notes that many Chief’s office lack furniture and enough space convened in the open fields under big trees rather than in modern halls that helps in boosting the integrity of the officers in the eyes of the subjects. In the modern times, working conditions have been improved through latest technologies inventions. The new technology has greatly changed the way jobs are done with almost perfect goal accomplishment, Ognar (2011). It is noted that an organization that is concentrating on other parameters of performance, but ignoring adopting technology, risks being declared moribund and is on its lane to extinction. Recommended is that working environment should be made attractive and enticing so that workers associate such with high performance of assigned tasks.
Saida (2004) conducting a study whose focus was on the influence of working environment on employee performance noted that workers in the mining industries in Athi River were subjected to dangerous working conditions. The workers were found to be inhaling current dusts which were seemingly considered a normal experience. Protective gargets were not considered and the physical environment was equally unfriendly. Most of the workers who complained of ill-health displayed respiratory complications implying that the working environment did not promise life but death.

A visit to other mining sites in Kenya paints a picture of a society that waits for disasters to strike and then reacts too little too late. Mine damps have often collapsed on the miners burying them alive, Ogneda (2009). It is pointed out that several mining places in Makalda portrayed death drops but not places for obtaining livelihood since frequently miners are reportedly buried alive.

2.5 Influence of Promotion on Teachers’ Job Performance

It motivates teachers when promotions are granted at certain appropriate intervals in the teaching service, as none would be happy when they are static in a system. Promotion is believed to assume many dimensions, ranging from salary up grading, attaining a higher job group or simply moved to a higher institutional administrative hierarchy, Adagala (2011). Reporting from a study done in the public secondary schools focusing on factors influencing teachers’ job performance in the rural Obigala Village in Nigeria, Emenike (2011) observed that teachers who obtained regular promotions were more motivated to increase their levels of work performance than those who were static on their grades.
In conformity to Emenike’s study findings, Wagunda (2013) in his research study based on the implementation of strategic plans in public secondary schools in Rachuonyo South Sub-County discovered that implementation of strategic plans was unsatisfactory because majority of the implementations lacked training given that they occupied low administrative positions in the schools hierarchies.

Focusing on a survey of motivational factors on the performance of students in internal examinations in Bureti Constituency in Kericho County, Langat (2013) observed that failure to promote teachers encourages apathy in taking up assigned responsibilities among them in most learning institutions. He recommended that the school management should device internal promotion arrangements to motivate teachers, as the teachers’ principal employer had let down teachers for far too long.

2.6 Summary of Literature Review

The literature review as presented in this study captures confirmation of the study variable on the backdrop or previous scholarly works in this field. It is established that motivation has significant influence on teachers’ job performance, in particular and employees of different organizations, in general. Seen in the context of previous scholarly works done elsewhere in this area of study, motivational aspects are packaged in- service training, working conditions and promotion.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter puts into focus the Research methodology used in study. Aspects of research methodology contained in chapter include research design, target population, locale of the study, sample size and sample procedures. Included also in this chapter are data collection instruments, instrument’s pretesting, and instrument’s validity, instrument’s reliability, as well as data collection procedures. Moreover, this section presents techniques of data collection, ethical considerations and methods of data analysis.

3.2 Research Design

Kothari (2004) defines research design as the arrangement of the conditions for the collections and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The study adopted a descriptive survey research design. According to Mugenda and Mugenda (2003), a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Survey research is considered as the best method available to social scientists and other educators who are interested in collecting original data for purposes of describing a population which is too large to observe directly. This research design was therefore found suitable in studying teachers’ job performance, since the researcher would not have to manipulate such factors as they had already occurred, coupled with the fact that the study targeted a large population of teachers spread across the entire Rachuonyo South Sub-County.
3.3 Target Population

In Mugenda and Mugenda, (2003), a target population to that population to which the researcher wants to generalize the results of the study. This study targeted teachers on TSC payroll who are deployed to teach in public secondary schools in Rachuonyo South Sub-County. These schools were geographically spread in the entire five wards reflecting different characteristics on the basis of, boarding boys’ schools, boarding girls’ schools, boarding mixed schools and mixed day schools. Rachuonyo South Sub-County Register of teachers (2013) indicated that a total of 1568 teachers were currently on TSC payroll and engaged in teaching and related activities in the Sub-County.

3.4 Locale of the Study

The research study was based on the influence of motivation on teachers’ job performance in Public Secondary Schools in Rachuonyo South Sub-County, Homa-Bay County. Of particular interest in the study were teachers on TSC payroll deployed to teach in public secondary schools in the Sub-County. The choice of these schools was necessitated by the fact that they provided diversity of characteristics of public secondary schools in the Sub-County that also formed the ground upon which the Rachuonyo South Sub-County Quality Assessment Report (2013) targeted.

In the report, it was established that there was serious laxity among the teachers in preparing professional and the necessary teaching documents, such as schemes of work, lesson plans and lesson notes. Moreover, it was also observed that more teachers were irregular in their places of work, supervision of school activities was
equally inadequate and learners were insufficiently attended to, as most of these teachers felt demotivated.

3.5 Sample Size Sampling Procedures

A sample is subset of a particular population, Mugenda and Mugenda (2003). Generally the sample size depends on the factors such as the number of variables in the study, the type of research design, the method of data analysis and size of accessible population Gay in Mugenda and Mugenda (2003), suggests that for correctional studies, 30 cases or more are required; for descriptive studies, 10 percent of the accessible population is enough and for experimental design at least 30 cases are required. Since this study was descriptive in nature, the researcher sought to use a sample size equivalent of 10% of the target population.

This study employed probability sampling design; a design of sampling in which each item from the target population was accorded equal chance of being included in the final sample hence ascertaining objectivity in sample selection. Simple random sampling procedures taking the form of stratified random sampling was used by dividing the target population in four strata, such as boarding boy schools, boarding girl schools, and boarding mixed schools and mixed day schools. A sample of 10% of the target population (1568) was selected giving a sample size of 157 respondents. This process of sample selection is illustrated in table 3.1
Table 3.1: Sampling Selection Procedures

<table>
<thead>
<tr>
<th>Teachers in (School Types (Strata))</th>
<th>Total population</th>
<th>Sample percentage</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in Boarding boys school</td>
<td>160</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Teachers in Boarding girls school</td>
<td>40</td>
<td>10</td>
<td>04</td>
</tr>
<tr>
<td>Teachers in Boarding mixed schools</td>
<td>168</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Teacher in Day mixed schools</td>
<td>1200</td>
<td>10</td>
<td>120</td>
</tr>
<tr>
<td>Total</td>
<td>1,568</td>
<td>10</td>
<td>157</td>
</tr>
</tbody>
</table>

3.5.1 Data Collection Instruments

To ensure that data collected address the study objectives, the data collection instruments must be selected appropriately to avoid collecting irrelevant information, Odongo (2013). In this study, questionnaire was prepared for purposes of obtaining data from the respondents. The questionnaire items comprised of closed-ended and open-ended items that offered to give the advantage of collecting both qualitative and quantitative information.

3.5.2 Pre-Testing the Instruments

Instruments pre-testing, also known as piloting is a preliminary study conducted on small scale to ascertain the effectiveness of the research instruments, Alila (2011). A pre-test sample should be between 1% and 10% depending on the sample size, Mugenda, and Mugenda (2003). In this study the researcher used a pre-test sample size equivalent to 10% of the study sample size (157), culminating into 16 respondents. Copies of questionnaire were developed and self administered to the pre-test sample that was similar to the actual study sample in its major characteristics. This was significant as it helped to reveal aspects of ambivalence
depicted by the questionnaire items that were subsequently reframed relative to the responses obtained from the respondents.

3.6 Validity of the Instrument

Validity is a measure of the degree to which differences found with a measuring instrument depict true differences among the items being measured, Kothari (2005). In the perspective of Mugenda and Mugenda (2003), an instrument is validated by providing that its items are representative of the skills and characteristics to be measured. Validity of the research instruments was reinforced by ensuring that the questionnaire items sufficiently covered the research objectives and this was subsequently confirmed by the pilot study. Other measures put in place to address issues of instrument validity took the form of exposing the questionnaire to the experts and peers for judgment and review, respectively. Validity of the instrument was also assured through randomization that proved helpful in checking the influence of extraneous variables. Randomization is considered crucial for it is the best technique of ensuring the representatives of the sample to the target population.

3.6.1 Reliability of the Instruments

According to Mugenda and Mugenda (2003), reliability is a measure of the degree to which a measuring instrument yields consistent results or data after repeated trials. In Kothari (2005), reliability of a test instrument is a measure of the consistency with which a test instrument produces the same results when administered to the group over time intervals.

In this study, split-half reliability measure was employed by diving the questionnaire items into two equal parts on the bases of odd and even appearances. The first part
of the research instrument having been administered and the result obtained, the second part was subsequently administered and the results noted. Pearson’s product moment coefficient of correlation (r) was then used to compare the two scores obtained and by giving an alpha value of 0.8, indicating that the data collection instrument was reliable.

3.7 Data Collection Procedures

According to Kothari (2005), data collection procedures comprises of the steps and actions necessary for conducting the research effectively and the desired sequencing of these steps. The researcher embarked on the process of collecting data from the field upon preparation of a research proposal which was assessed, corrections effected and research permit obtained from National Council of Science and Technology.

With the research permit obtained, the researcher hit the ground for data collection by presenting the permit to relevant authorities such as the Sub-County education officer, quality assurance officer and all head teachers of the sampled public secondary schools. Thereafter, two trained and well motivated research assistants were engaged in the actual data collection, while closely being supervised by the researcher. The research assistants were informally trained before commencement of data collection process, especially on procedures of administration of data collection instruments to the respondents.

In order to increase the return rate, the researcher adopted the steps proposed by Wiseman and McDonald (1980). These steps involve preparing cover letters attached to each questionnaire disclosing the significant of the study as well as
assuring the respondents of the researcher’s commitment to confidentiality. In this study, research assistants self administered the data collection instruments to the respondents in batches of ten copies each, systematically until all were exhausted.

Given that the researcher was committed to collecting the desired data, the respondent were advised to complete the questionnaire in the presence of the research assistants in order to address cases of misunderstandings that may arise. In the event that the respondents were not prepared to complete the questionnaire due to any other reason, arrangements were made for the questionnaire to be collected later by the research assistants for purposes of enhancing questionnaire return rate.

3.8 Methods of Data Analysis

Given the fact that the study was descriptive in its major characteristics, descriptive statistics was used as main method of data analysis. The analysis of the data commenced with editing and inspection of the pieces of data in order to identify simple mistakes, items that were wrongly responded to and any blank space left unfilled by the respondents. The computer statistical package for social scientists (SPSS) was used to process all the quantitative responses from the questionnaire. The questionnaire items were sorted, coded and fed into SPSS program to generate frequencies and percentages and data was presented using frequency distribution tables.

3.9 Operational Definition of the Variables

Operational definition of the variable is a technique that helps in establishing relationship that exist between study variables and indicating how such relationships can be measured, Ogada (2011). In this study, it was believed that a positive index
of the dependent variables; teachers’ in service training, promotion of teachers, and improvement of working environment would trigger high measures of the indicators of the dependent variable: teachers’ job performance.

It was also held in the study that the extraneous variables: informal training through workshops and seminars and teachers’ experiences; government regulatory measures in task performance and socio-cultural factors such as attitude and belief systems will introduce weak influence on teachers’ job performance. Among the independent variables, working environment was considered to have the strongest influence on teachers’ job performance. This was based on the assumption that many employees feel that when working environment is improved, workers tend to be more motivated since they spend most of their time in work stations than elsewhere.

The independent variable, in-service training was be measured on the basis of the higher academic level at which teachers enter employment, acquiring professional training relevant to their duties at the working stations, the frequency of training to keep abreast with emerging changes in the working environment and the presence of a training policy in public secondary schools that would culminate in a definite learning curve. Working environment was measured on the grounds of the availability of working tools and other working materials, accessibility of fringe benefits such as medical allowances, commuter allowance and leave allowances. Promotion of teachers was viewed against the prism of entry grades into the teaching profession, bases upon which promotions are granted, rate at which promotions are granted and availability of promotion opportunities in the schools.
Finally, the dependent variable: teachers’ job performance was gauged on how regular they report to work, preparation of professional and teaching documents such as schemes of work, records of work covered, lesson plans and teaching notes. Other measures of teachers’ job performance will take the form of supervision of school activities, actual classroom instructions, assigning and marking students’ works.

3.10 Ethical Considerations

According to Resnik (2011), there are several reasons for the adhering to ethical norms in research. Norms promote the aims of research, such as knowledge, falsifying or misrepresenting research data, promote the truth and avoid error. Moreover, since research often involves a great deal of cooperation and coordination among many different people in different disciples and institutions, ethical standards promote the value that are essential to collaborative work, such as trust, accountability, mutual respect and fairness. For instance, many ethical norms in research, such as guidelines for relationships, copyright, and patency policies, data sharing policies and confidentiality and peer reviews are designed to protect intellectual property interest while encouraging collaborations. Many of the ethical norms help to ensure that researcher can be held accountable to the public.

William M.K (2006) lists some of the ethical issues as informed consent, confidentiality and anonymity. Given the importance of ethical issues in several ways, the researcher avoided taking any ones work and where someone’s work was included, such were acknowledged. In the process of data collection, respondent’s identities were concealed and any information obtained was handled with utmost confidence. No harm of any nature was meted out on any respondent, aspects of privacy were observed and any cruelty avoided.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction
This chapter focuses on an in-depth data analysis, presentation, interpretation, and discussion. Data analysis was done against the backdrop of the key study variables: to explore the extent to which in service training influences teachers job performance; to investigate the influence of promotion of teachers job performance and to assess the extent to which working conditions influences teachers’ job performance in Public Secondary Schools in Rachuonyo South Sub-County.

4.2 Demographic Characteristics of Respondents
This section features the respondent’s demographic characteristics that were considered significant to the study. Such demographic features include sex, age, and level of education, marital status and the duration of service. The demographic characteristics of respondents were considered significant to the study on the basis that variations on such orientations would depict different attitudes towards commitment to job performance, hence exposing human drives which may compel them in executing their duties.

4.2.1 Questionnaire Return Rate
Copies of the questionnaire were administered to the respondents by the research assistants, while closely being supervised by the researcher and the following return rate registered as illustrated in table 4.1.
Table 4.1: Questionnaire Return Rate

<table>
<thead>
<tr>
<th>Target population</th>
<th>Sample size</th>
<th>Return Rate</th>
<th>Return Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1567</td>
<td>157</td>
<td>120</td>
<td>76.43</td>
</tr>
</tbody>
</table>

Table 4.1 reveals that out of the 157 copies of questionnaire administered to the respondents, 120 were received back duly completed giving rise to a response rate of 76.43%. Response rate refers to the percentage of subjects that respond to a questionnaire. A response rate of 50% is deemed adequate for analysis and reporting, a response rate of 60% is good and a response rate of 70% and over is very good, Mugenda and Mugenda (2003).

In this respect, the study therefore returned an excellent questionnaire response rate. This was attributed to the fact that copies of the questionnaire were administered and collected back by two well trained and motivated research assistants, who consistently distributed the copies of the questionnaire to the respondents in batches of ten until all were administered. The research assistants emphasized to the respondents the need to fill the questionnaire as instructed, as well as assisting some in completing the questionnaire in cases of either commitment or other forms of incapacities.

4.2.2 Characteristics of the Respondents by Age

The researcher assumed that the age diversity of the respondents would be of great significance to the study on grounds that unemployment was rampant in the country; hence younger people were relatively few in the public sector. Moreover, age variations of the respondents could also correspond to their commitment to job performance, as young teachers may take much time to settle in respective
engagements and are likely to be less committed to job performance than elderly teachers. The respondents were subsequently requested to complete the questionnaire indicating their ages and their responses recorded in table 4.2

<table>
<thead>
<tr>
<th>Age in years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25</td>
<td>14</td>
<td>11.67</td>
</tr>
<tr>
<td>25-34</td>
<td>22</td>
<td>18.33</td>
</tr>
<tr>
<td>35-44</td>
<td>52</td>
<td>43.33</td>
</tr>
<tr>
<td>Above 45</td>
<td>24</td>
<td>20.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Indicated in table 4.2, 14 (11.67%) of respondents whose questionnaire copies were received fell below 25 years, 22 (18.33%) in the age of 25-34 years, 52 (43.33%) were in the age of 35-44, with 24 (20%) being above 45 years. The statistics in table 4.2 imply than more relatively elderly teachers than younger ones formed the bulk of the teaching fraternity in public secondary schools in Rachuonyo South Sub-County, a sign that most of these were already carrying heavy burden of providing for their families, hence may be less committed to school duties for additional income. However, public secondary schools seem to have old employees with an optimum age bracket being 35-44 years. This is the age period within which individuals become stable in their jobs and are less inclined to seek for employment elsewhere and likely to be committed to their job performance in the hope for promotion.
4.2.3 Characteristics of the Respondents by sex

This feature was considered crucial to the study for the researcher intended to establish whether sex differences would significantly influence teachers’ job performance in public secondary schools in Rachuonyo South Sub-County, owing to social gender roles that could be at variance with the prevailing working environments. In the light of this eventuality, the respondents were asked to complete the questionnaire indicating their sex and table 4.3 displays their responses.

Table 4.3: Characteristics of the Respondents by sex

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>54</td>
<td>45</td>
</tr>
<tr>
<td>Female</td>
<td>66</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.3 depicts that of the 120 copies of questionnaire completed by the respondents, 54 (45%) were males and 66 (55%) were females. Reflected in table 4.3 is that, teaching at a secondary school level, seems a preserve for females. Whereas the study did not treat gender as an extraneous variable to be controlled for, the likelihood that different sexes may prefer different treatment in their duties could be a pointer to variations in commitment to job performance, though the direction of the influence envisaged was not clear. However, females being responsible for a lot of other family chores were likely to be less committed in their formal duties in contrast to the male counterparts.
4.2.4 Marital Status of the Respondents

This characteristic was of great importance to the study as it would help to reveal the extent to which marital status of the respondents would influence commitment to job performance on the premise that, single and married teachers being taken care of by other responsible male care takers, were likely to be less committed to their job performance than widowed female teachers whose efforts would count greatly in obtaining means of survival. In the light of this probability, the respondents were then asked to complete the questionnaire indicating their marital status and their responses were captured as illustrated in table 4.4

Table 4.4: Marital status of the Respondents

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>12</td>
<td>10.00</td>
</tr>
<tr>
<td>Married</td>
<td>63</td>
<td>52.50</td>
</tr>
<tr>
<td>Widowed</td>
<td>31</td>
<td>25.83</td>
</tr>
<tr>
<td>Separated</td>
<td>08</td>
<td>06.67</td>
</tr>
<tr>
<td>Other</td>
<td>26</td>
<td>21.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

In table 4.4, of the 120 copies of questionnaire duly completed by the respondents, 12(10%) were single, 63 (52.50%) were married, 31(25.83%) were widowed and 08(06.67%) being separated, with 26(21.67%) having fallen on other marital orientations. The statistics in the table reveal that majority of the teachers were married and hence would have been expected to get much committed to their job performance as a way of fending for their dependents.
4.2.5 Characteristics of the Respondents by Level of Education

In the study, the researcher believed that level of education would significantly influence individual teacher’s commitment to job performance, having been conditioned by strong professional ethics and codes of conducts governing any professional engagement. In this respect, the respondents were asked to fill the questionnaire stating their level of education and table 4.15 displays their responses.

Table 4.5: Characteristics of the Respondents by Level of Education

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>19</td>
<td>15.83</td>
</tr>
<tr>
<td>Diploma</td>
<td>21</td>
<td>17.50</td>
</tr>
<tr>
<td>Degree</td>
<td>76</td>
<td>63.33</td>
</tr>
<tr>
<td>Other</td>
<td>04</td>
<td>03.33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.15 reveals that 76 (63.33%) of the respondents had acquired education at a degree level, 21 (17.50%) had diploma, 19 (15.83%) obtained certificate and 04 (03.33%) had other forms of education. The impression created by these statistics is that secondary school level teaching is a confine of teachers with degree level, yet job performance was insufficient and hence ought to be properly motivated for increased commitment to improve job performance.

4.2.6 Characteristics of Respondents by Duration of Service

In this study, it was assumed that the duration of time served in a particular learning institution would influence commitment to job performance. In this respect, young teachers on probation tend to commit their time on assigned duties to be confirmed.
Similarly, teachers at the verge of promotion also work hard to achieve the desired promotion. However, teachers whose terms of service have advanced to retirement may put little efforts in their duties. On account of this eventuality, the respondents were requested to complete questionnaire stating their duration of service and their responses were noted as illustrated in table 4.5

<table>
<thead>
<tr>
<th>Length in years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 1 year</td>
<td>12</td>
<td>10.00</td>
</tr>
<tr>
<td>1-3</td>
<td>15</td>
<td>12.50</td>
</tr>
<tr>
<td>4-6</td>
<td>27</td>
<td>22.50</td>
</tr>
<tr>
<td>7-9</td>
<td>32</td>
<td>26.66</td>
</tr>
<tr>
<td>Above 9 years</td>
<td>34</td>
<td>28.34</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.6 reveals that, of the 120 respondents whose questionnaire copies were received, 12 (10%) stated having served for below 1 year, 15 (12.50%) had served for 1-3 years, 27 (22.50%) indicated 4-6 years, with 32 (26.66%) stated 7-9 years and 34 (28.34%) having served for a duration above 9 years. Implied by the statistics in table 4.5 is that most teachers had served for relatively long period of time, hence may have become complacent in their job performance.

4.2.7 Characteristics of the Respondents by School Categories

The type of school an individual teacher serves in could significantly influence commitment to assigned duties, for certain schools offer more conducive environment for job performance than others. In the light of this eventuality, the
respondents were requested to complete the questionnaire stating the school category served in and table 4.7 displays their responses.

<table>
<thead>
<tr>
<th>School category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding girls</td>
<td>14</td>
<td>11.67</td>
</tr>
<tr>
<td>Boarding boys</td>
<td>22</td>
<td>18.33</td>
</tr>
<tr>
<td>Mixed day</td>
<td>52</td>
<td>43.33</td>
</tr>
<tr>
<td>Boarding mixed</td>
<td>24</td>
<td>20.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.7 indicates that of the 120 respondents who filled the questionnaire, 14(11.67%) were teachers in boarding girl schools, 22(18.33%) in boarding schools, 52(43.33%) served in mixed day schools and 24(20%) were teaching in boarding mixed schools. By implication, majority of the teachers were drawn from mixed day schools that are associated with insufficient resources, hence were unlikely to work in conducive environment for enhanced job performance.

4.3 Influence of In-Service Training on Teachers to Job Performance

The process of education is generally intricate, consuming a lot of resources and often run into years characterized by myriad threatening challenges, yet its fruits are rarely immediate and conspicuous to the immediate beneficiaries. Bides, education draws individuals in their tender ages, unaware of its benefits posing tremendous bottle necks to teachers in performing their tasks. In order to effectively navigate the difficulties in tasks performance, effective teacher training is crucial to equip them with requisite knowledge and skills necessary for moulding a strong crop of young
people with the capacity to positively change the society. In service training was therefore measured on the platform of the entry training qualification at employment, current training qualification, form of training orientation, frequency of training and the value attached to training.

4.3.1 Influence of Entry Training Qualification on Teachers Job Performance

In measuring the influence of entry training qualification on teachers job performance, the researcher sought to establish if teachers serving in public secondary schools in Rachuonyo South Sub-County entered into their jobs at substantial training qualification level and any subsequent attempt at upgrading in order to keep abreast with the emerging changes in the education sector. In the light of this, the respondents were asked to complete the questionnaire indicating their training entry qualifications and their responses captured as depicted in table 4.8.

Table 4.8: Influence of entry training qualifications on teacher’s job performance

<table>
<thead>
<tr>
<th>Training qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>16</td>
<td>13.33</td>
</tr>
<tr>
<td>certificate</td>
<td>06</td>
<td>05.00</td>
</tr>
<tr>
<td>Diploma</td>
<td>34</td>
<td>28.33</td>
</tr>
<tr>
<td>Degree</td>
<td>64</td>
<td>53.33</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.8 reveals that, out of the 120 respondents who completed the questionnaire, 16(13.33%) stated that they obtained other training orientations, 06 (05.00%) indicated having a certificate level training, with 34(28.33%) depicting diploma
education and 64(53.33%) had a degree level training. It is therefore deductible that the vast majority of respondents in Rachuonyo South Sub-County had training orientations that predisposed them to effectively perform in their teaching assignments, yet there were still aspects of the performing gaps that the researcher assumed would be addressed through motivational rewards. In the face of such serious motivational challenges, it was unfathomable to realize enhanced commitment to job performance.

4.3.2 Influence of the Current Training Qualification on Teachers Job Performance

More often, the current training orientation would reveal the value that is attached to it as far as a motivational drive, if it appeared that some substantial training had occurred against the entry training qualification. However, should current training qualification of the teachers remain as they were at employment, training would fail the test of a motivational drive. On that account, the respondents were asked to complete the questionnaire indicating their current training orientation and their responses captured as depicted in table 4.9.

<table>
<thead>
<tr>
<th>Current training</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>20</td>
<td>16.67</td>
</tr>
<tr>
<td>Diploma</td>
<td>31</td>
<td>25.83</td>
</tr>
<tr>
<td>Degree</td>
<td>66</td>
<td>55.00</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
<td>10.83</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
Table 4.9 reveals strikingly that out of the 120 respondents who completed the questionnaire indicating the extent to which teachers were embracing upgrading of their training needs to effectively perform their tasks, 20 (16.67%) stated that had certificate level, 31 (25.83%) indicated diploma, 66 (55%) mentioned degree and 13 (10.8%) had other training orientations. By implication, most teachers in public secondary schools in Rachuonyo South Sub-County had not embraced the culture of regular teacher upgrading practices, as the current training statistics were similar to those at entry employment, despite obvious benefits attached to higher skills attainment, which the researcher attributes to conspicuous absence of motivation, hence job performance is at stake.

4.3.3 Influence of Form of Training on Teachers Job Performance

It is a general belief in the theory and practice of education that the form of training embraced significantly influence job performance, such that if well structured training is preferred, chances that such aspects of training would influence job performance would be high. Effective training ought to enhance skills upgrade in order to motivate individuals to commit to job performance. On that account, the respondents were asked to complete the questionnaire indicating the form of training they embraced and their responses captured as depicted in table 4.10.

Table 4.10: Influence of Form of Training on Teacher’s Job Performance

<table>
<thead>
<tr>
<th>Form of training</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer software</td>
<td>04</td>
<td>03.33</td>
</tr>
<tr>
<td>Formal</td>
<td>12</td>
<td>10.00</td>
</tr>
<tr>
<td>Workshops and seminars</td>
<td>88</td>
<td>73.33</td>
</tr>
<tr>
<td>Informal</td>
<td>16</td>
<td>13.33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
Table 4.10 indicates that of the 120 respondents who did complete the questionnaire disclosing the form of training adopted, 04 (03.33%) stated use of computer software, 12 (10%) mentioned receiving formal training, 88 (73.33%) stated use of workshops and seminars and 16 (13.33%) indicated that they preferred informal training aspects on the job. It is therefore revealed that the culture of training was hardly emphasized as most training aspects took the form of workshops and seminars that not sufficient equip teachers with the necessary knowledge to enhance job performance.

4.3.4 Influence of Frequency of Training on Teachers’ Job Performance

At times, it does not matter the amount of training offered to teachers for purposes of motivating them, rather it is vital to establish the frequency of doing so as people often professionally digress if such initiatives are not done frequently enough. In the light of this, the respondents were asked to complete the questionnaire indicating how frequently they engaged in regular training to keep them in tandem with the emerging issues in the education environment and their responses noted as displayed in table 4.11.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 years</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>6-10 years</td>
<td>19</td>
<td>15.83</td>
</tr>
<tr>
<td>11-15 years</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>16-20 years</td>
<td>31</td>
<td>25.83</td>
</tr>
<tr>
<td>Other</td>
<td>79</td>
<td>65.83</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.00</td>
</tr>
</tbody>
</table>
Table 4.11 reveals that, of the 120 respondents who filled the questionnaire disclosing how frequently they trained, none stated 1-5 years, 19 (15.33%) mentioned 6-10 years, no respondent stated 11-15 years, 31 (25.83%) indicated 16-20 years, while the vast majority 79 (65.83%) mentioned identified with the other category.

Implied by these statistics was that most teachers in Secondary Schools in Rachuonyo South Sub-County schools had hardly engaged in frequent teacher training and this serious disregard to implementing human capital management best practices was to blame for poor job performance among teachers in the Sub-County.

4.4 Influence of Promotion on Teachers Job Performance

Commitment to job performance in any assignment demands that motivational rewards be availed to teachers in a variety of forms, given that individual uniqueness manifested by different teachers require that they are treated as so. On account of this, when there is a recognizable system of promotion, this is seen as a strong motivating factor. Promotion was therefore measured on the grounds of the presence scheme of service, frequency of promotion, the basis of offering promotion and implementation of internal promotion system.

4.4.1 Influence of Presence of Scheme of Service on Teachers Job Performance

As a basic necessity and among the dimensions of registering appreciation of one’s job assignment for purposes of increased motivation to deliver desired results, recognition of the personal growth of a worker is crucial.
On account of this fact, it is important to fit an appropriate scheme of service to teachers that ensures that, over a period of time, they go up the responsibility ladder as a motivating factor to job performance. Considering this eventuality, the respondents were asked to complete the questionnaire indicating the extent to which they agreed or disagreed that they had an appropriate scheme of service motivating enough for job performance and their responses recorded as displayed in table 4.12

Table 4.12: Influence of the Presence Scheme of Service on Teacher’s Job Performance

<table>
<thead>
<tr>
<th>Scaling</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>Agree</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>Neutral</td>
<td>27</td>
<td>22.50</td>
</tr>
<tr>
<td>Disagree</td>
<td>30</td>
<td>25.00</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>63</td>
<td>52.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.12 reveals that out of the 120 respondents who completed the questionnaire indicating the extent to which they agreed or disagreed that they enjoyed a suitable scheme of service, none of the respondents neither strongly agreed nor agreed, 27 (22.50%) mentioned that they were simply neutral, 30 (25.00%) stated that they disagreed, and the highest response, 63(52.50%) indicated strong disagreement. The implication was that there was an absence of a suitable scheme of service to guarantee commitment to job performance in most public secondary schools in Rachuonyo South Sub-County, as most teachers were running battles with employer
over implementation of such, hence are a generally demoralized lot leading to ineffective job performance.

4.4.2 Influence of Frequency of Promotion on Teachers Job Performance

Even in cases where teachers are promoted, issues to do with how often such are initiated are pivotal to enhanced teacher motivation for job performance. In this study, the researcher believed that the extent to which regular promotion of teachers is done would significantly enhance individual teacher’s commitment to job performance. In the light of this reality, the respondents were asked to complete the questionnaire indicating the frequency of being promoted and their responses recorded as displayed in table 4.13.

Table 4.13 Influence of Frequency of Promotion on Teachers’ Job Performance

<table>
<thead>
<tr>
<th>Promotion Rate</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2 years</td>
<td>06</td>
<td>05.00</td>
</tr>
<tr>
<td>3-5 years</td>
<td>68</td>
<td>56.67</td>
</tr>
<tr>
<td>6-8</td>
<td>47</td>
<td>39.17</td>
</tr>
<tr>
<td>Above 8 years</td>
<td>09</td>
<td>07.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.13 indicates that of the 120 respondents who completed the questionnaire citing the frequency of offering promotion, 06 (05.00%) stated that they were being promoted after 0-2 years, 68 (56.67%) mentioned 3-5 years, 47 (39.17%) indicated 6-7 years and 09(07.50%) mentioning above 8 years. The implication of these statistics is that, generally teachers in Rachuonyo South Sub-County hardly enjoy
regular promotion, as a significant number would remain in a given job group for a relatively long time.

### 4.4.3 Influence of basis of Offering Promotion on Teacher’s Job Performance

As the best human capital management practice, any promotion offered is geared towards improving performance and must be given contingent upon performance of tasks in a manner that is seen as fair. Teaching and associated practices are regarded as behavioral activities reinforced by people observed in their immediate surroundings, especially practices that are associated with tangible gains; hence promotion surely closes this gap. Owing to the fact that workers reluctantly let go their efforts into tasks that rarely reward, more often certain practices attract commensurate appreciation. The respondents were asked to fill the questionnaire indicating the bases upon which promotion were given and table 4.13 illustrates their responses.

<table>
<thead>
<tr>
<th>Basis of Promotion</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance of tasks</td>
<td>34</td>
<td>28.33</td>
</tr>
<tr>
<td>Supervision of activities</td>
<td>41</td>
<td>34.17</td>
</tr>
<tr>
<td>Seniority in service</td>
<td>28</td>
<td>23.33</td>
</tr>
<tr>
<td>Gender factors</td>
<td>17</td>
<td>14.17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
Table 4.13 reveals that out of the 120 respondents who completed the questionnaire on the basis of giving promotion, 34 (28.33%) stated performance of tasks, 41 (34.17%) mentioned supervision of school activities, with 28 (35%) stating seniority in service and 17(14.17%) indicating gender factors. Implied by these statistics was this parameter of giving promotion were substantial and fair enough, though there appeared lack of coordinated approach in the promotion arrangement.

4.4.4 Influence of Implementation of Internal Promotion on Teacher’s Job Performance

The researcher believed that the extent to which internal promotion was being rolled out would help cushion individual teachers who fail to acquire promotion from the employ. This internal arrangement to cater for teachers would significantly commit themselves to job performance, given that people can only be motivated if what is given is appreciated. Against this prism, the respondents were asked to complete the questionnaire indicating their agreement or disagreement on the availability of internal promotion arrangement and their responses recorded as displayed in table 4.14.

Table 4.15: Influence of Internal Promotion on Teacher’s Job Performance

<table>
<thead>
<tr>
<th>Rate of Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>08</td>
<td>06.67</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>10.00</td>
</tr>
<tr>
<td>Neutral</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>Disagree</td>
<td>54</td>
<td>45.00</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>46</td>
<td>38.33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
Table 4.14 indicates that of the 120 respondents who completed the questionnaire stating the extent to which they agreed or disagreed that there was an internal promotion arrangement in their schools, 08 (06.67%) strongly agreed, 12 (10.00%) indicated they agreed, 54 (45%) indicated disagreement and 46 (38.33%) strongly disagreed, with none being neutral. Implied was that internal promotion system had hardly been established to cater for the promotional needs of the teachers who were not favored by the formal TSC scheme of service.

4.5 Influence of Working Conditions on Teachers Job Performance

Given that people tend to attach a lot of value to tangible things that meet their immediate every day expectations, material rewards are considered much more effective a motivating factor. Such aspects of the working environments were measured on the prism of, the nature of working environment offered, diversity of the working environment and the types of working environment available.

4.5.1 Influence of Working Environment on Teachers Job Performance

It is prudent human capital management best practice to identify human differences in all key activities while designing a program for worker motivation. This is because people attach value to whatever they do differently and hence different items appeal to people differently necessitating a variety of motivators. In this study, a pool of motivating factors collectively defines the work environment, which ought to be conducive to job performance. Working conditions were therefore viewed on the basis of the perception of the environment of performance, variety of the conditions of work, nature of working environment and the extent to which conflict is managed.
4.5.2 Influence of perception of working conditions on teacher’s job performance

Often perception of an individual teacher on the general working conditions can be of significant influence on job performance, as a working condition is as good as people perceive. In this study, the researcher assumed that one’s condition of the mind, through psychological interplay can greatly define one’s environment, real and imaginary. In view of this, the respondents were asked to fill the questionnaire disclosing their perception of the working conditions in their schools and table 4.15 shows their response

<table>
<thead>
<tr>
<th>Perception Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>Agree</td>
<td>30</td>
<td>26.83</td>
</tr>
<tr>
<td>Neutral</td>
<td>14</td>
<td>11.67</td>
</tr>
<tr>
<td>Disagree</td>
<td>32</td>
<td>27.67</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>44</td>
<td>36.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.16: Influence of Perception of Working Conditions on Teacher’s Job Performance

Table 4.15 indicates that of the 120 respondents who filled the questionnaire disclosing the extent to which they agreed or disagreed that their schools offered conducive working conditions, none neither strongly agreed, 30(26.83%) agreed, 14(11.67%) indicated they were neutral, with 32(27.67%) being in disagreement and 44 (36.67%) stating that they strongly disagreed. Implied by the statistics was that most teachers in public secondary schools in Rachuonyo South Sub-County
perceived their working conditions in the negative, and hence this is likely to be blamed for poor job performance.

4.5.3 Infl uence of diversity of working conditions on teacher’s job performance

The process of motivation is meant to result in an enhanced commitment to job performance and to effectively motivate using material rewards that package the component of the working environment, institutions should initiate diverse materials in conformity to the various needs of different teachers, for people are likely to attach different values to different items. In order to ascertain the extent to which diverse materials were availed for motivation, the respondents were requested to fill the questionnaire and they responded as illustrated in table 4.16.

<table>
<thead>
<tr>
<th>Diversity of work conditions</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very diverse</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>Diverse</td>
<td>12</td>
<td>10.00</td>
</tr>
<tr>
<td>Neutral</td>
<td>34</td>
<td>28.33</td>
</tr>
<tr>
<td>Less diverse</td>
<td>74</td>
<td>61.67</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.16 reveals that out of the 120 respondents who filled the questionnaire indicating the extent to which diverse material rewards were offered, none indicated that these rewards were very diverse, 12 (10%) stated that they diverse, 34(28.33%)
were neutral and 74(61.67%) indicated less diverse. Implied by table 4.16, is that whereas a paltry 10% of the respondents stating that these material rewards were very diverse, majority noted that they were less diverse and hence it was difficult to have teachers getting motivated to their job performance.

4.5.4 Influence of the type of working conditions on teacher’s job performance

Often people associate the importance of endeavors with the recognition that a specific working environment is satisfactory, such that with improved environment of work, and not necessarily high pay, people get motivated to their job performance. On this account, the respondents were therefore asked to complete the questionnaire indicating the types of working conditions commonly availed in their schools and their responses noted as illustrated in table 4.17.

<table>
<thead>
<tr>
<th>Basis of rewards</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working resources</td>
<td>10</td>
<td>08.33</td>
</tr>
<tr>
<td>Working implements</td>
<td>43</td>
<td>35.83</td>
</tr>
<tr>
<td>Working space</td>
<td>46</td>
<td>38.33</td>
</tr>
<tr>
<td>Friendly workers</td>
<td>21</td>
<td>17.36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.17 reveals that, of the 120 respondents who filled the questionnaire stating the type of their environment of work, 10(08.33%) stated the presence of working resources, 43(35.83%) mentioned availability of working implements, 46 (38.33%)
indicated working space and 21(17.36%) identified with the presence of friendly workers. The statistics in table 4.18 give the impression that many Public Secondary schools offered, as the greatest condition of work, mere working space with little attempt to consider improving the whole composite of human working environment that would enrich performance of tasks through building job satisfaction.

4.5.5 Influence of Conflict Management on Teacher’s Job Performance

In order to effectively motivate people to improve job performance, interpersonal skills must be enhanced to create harmony in the workers and develop strong working teams. However, conflicts are bound to occur in any organization and it is therefore vital for workers to appreciate this and manage conflicts in a healthy manner. In this context, the respondents were asked to complete the questionnaire indicating the extent to which they agreed or disagreed that conflict was effectively being managed in their schools and table 4.18 illustrates the responses.

Table 4.19: Influence of Conflict Management on Teacher’s Job Performance

<table>
<thead>
<tr>
<th>Frequency of rewards</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agreed</td>
<td>32</td>
<td>26.67</td>
</tr>
<tr>
<td>Agreed</td>
<td>32</td>
<td>26.67</td>
</tr>
<tr>
<td>Neutral</td>
<td>09</td>
<td>07.50</td>
</tr>
<tr>
<td>Disagreed</td>
<td>30</td>
<td>25.00</td>
</tr>
<tr>
<td>Strongly disagreed</td>
<td>07</td>
<td>05.83</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
Table 4.18 reveals that out of the 120 respondents who completed questionnaire stating the extent to which they agreed or disagreed that conflict was effectively being managed in their institutions, 32 (26.67%) strongly agreed and the same number also agreed, 09 (7.5%) mentioned being indifferent, 32 (26.67%) disagreed, with 72 (60%) strongly disagreed. Table 4.18 is actually a confirmation that teachers in most public secondary schools were able to work amicably as aspects of conflicts were being managed fairly well; however more efforts ought to go into making the environment of work friendlier to motivate teachers to step up commitment to job performance.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of the study findings against the backdrop of the key study variables. In this study, the researcher sought to investigate the influence of motivation on teacher’s job performance in public secondary schools in Rachuonyo South Sub-County. The variables of the study were; in-service training, promotion, and working conditions. Besides, this section also features the conclusions drawn from the investigations, as well as the study recommendations, both for policy formulation and suggestions for further research.

5.2 Summary of the Finding

In the study, out of the 157 copies of questionnaire administered to the respondents, 120 were received back duly completed giving rise into a response rate of 88.24%. The demographic characteristics of respondents were considered significant to the study on the basis that variations on such orientations would depict different attitudes towards job performance, hence exposing human drives which may compel teachers in executing their duties.

5.2.1 Demographic Characteristics of Respondents

On the basis of age, 14 (11.67%) of respondents whose questionnaire copies were received fell below 25 years, 22 (18.33%) in the age of 25-34 years, 52 (43.33%) were in the age of 35-44, with 24 (20%) being above 45 years.
The statistics in the table 4.2 imply that more relatively elderly teachers than younger ones formed the bulk of the teaching fraternity in public secondary schools in Rachuonyo South Sub-County, a sign that most of these were already carrying heavy burden of providing for their families, hence may be less committed to school duties for additional income.

However, public secondary schools seem to have old employees with an optimum age bracket being 35-44 years. This is the age period within which individuals become stable in their jobs and are less inclined to seek for employment elsewhere and likely to be committed to their job performance in the hope for promotion. Reflected in the study is that, teaching at a secondary school level, seems a preserve for females. Whereas the study did not treat gender as an extraneous variable to be controlled for, the likelihood that different sexes may prefer different treatment in their duties could be a pointer to variations in commitment to job performance, though the direction of the influence envisaged was not clear. However, females being responsible for a lot other family chores, were likely to be less committed in their formal duties in contrast to the male counterparts.

Considering issues of gender, 12(10%) were single, 63 (52.50%) were married, 31(25.83%) were widowed and 08(06.67%) being separated, with 26(21.67%) having fallen on other marital orientations. The statistics in the table reveal that majority of the teachers were married and hence would have been expected to get much committed to their jobs.
5.2.2 Influence of in Service Training on Teachers Job Performance

In order to effectively navigate the difficulties in tasks performance, effective teacher training is crucial to equip them with requisite knowledge and skills necessary for moulding a strong crop of young people with the capacity to positively change the society. In service training was therefore measured on the platform of the entry training qualification at employment, current training qualification, form of training orientation, frequency of training and the value attached to training.

Strikingly revealed was that out of the 120 respondents who completed the questionnaire indicating the extent to which teachers were embracing upgrading of their training needs to effectively perform their tasks, 20 (16.67%) stated that had certificate level, 31 (25.83%) indicated diploma, 66 (55%) mentioned degree and 13 (10.8%) had other training orientations.

Of the 120 respondents who did complete the questionnaire disclosing the form of training adopted, 04 (03.33%) stated use of computer software, 12 (10%) mentioned receiving formal training, 88 (73.33%) stated use of workshops and seminars and 16 (13.33%) indicated that they preferred informal training aspects on the job.

On the frequency of training, none stated 1-5 years, 19 (15.33%) mentioned 6-10 years, no respondent stated 11-15 years, 31 (25.83%) indicated 16-20 years, while the vast majority 79 (65.83%) mentioned identified with the other category.

5.2.3 Influence of Promotion on Teachers Job Performance

Commitment to job performance in any assignment demands that motivational rewards be availed to teachers in a variety of forms, given that individual uniqueness
manifested by different teachers require that they are treated as so. On account of this, when there is a recognizable system of promotion, this is seen as a strong motivating factor.

Promotion was therefore measured on the grounds of the presence scheme of service, frequency of promotion, the basis of offering promotion and implementation of internal promotion system. None of the respondents neither strongly agreed nor agreed that there was a scheme of service upon which promotion was pegged, 27 (22.50%) mentioned that they were simply neutral, 30 (25.00%) stated that they disagreed, and the highest response, 63 (52.50%) indicated strong disagreement and on frequency of offering promotion, 06 (05.00%) stated that they were being promoted after 0-2 years, 68 (56.67%) mentioned 3-5 years, 47 (39.17%) indicated 6-7 years and 09 (07.50%) mentioning above 8 years, on the basis of giving promotion, 34 (28.33%) stated performance of tasks, 41 (34.17%) mentioned supervision of school activities, with 28 (35%) stating seniority in service and 17 (14.17%) indicating gender factors, while on the presence of internal promotion arrangement in their schools, 08 (06.67%) strongly agreed, 12 (10.00%) indicated they agreed, 54 (45%) indicated disagreement and 46 (38.33%) strongly disagreed, with none being neutral.

Given that people tend to attach a lot of value to tangible things that meet their immediate every day expectations, material rewards are considered much more effective a motivating factor. Such aspects of the working environments were measured on the prism of, the nature of working environment offered, diversity of the working environment and the types of working environment available.
Out of the 120 respondents who filled the questionnaire disclosing the extent to which they agreed or disagreed that their schools offered conducive working conditions, none neither strongly agreed, 30 (26.83%) agreed, 14 (11.67%) indicated they were neutral, with 32 (27.67%) being in disagreement and 44 (36.67%) stating that they strongly disagreed, on the extent to which diverse material rewards were offered, none indicated that these rewards were very diverse, 12 (10%) stated that they diverse, 34 (28.33%) were neutral and 74 (61.67%) indicated less diverse.

5.2.4 Influence of Working Conditions on Teachers Job Performance

Asked about the type of their environment of work, 10 (08.33%) stated the presence of working resources, 43 (35.83%) mentioned availability of working implements, 46 (38.33%) indicated working space and 21 (17.36%) identified with the presence of friendly workers. Stating the extent to which they agreed or disagreed that conflict was effectively being managed in their institutions, 32 (26.67%) strongly agreed and the same number also agreed, 09 (7.5%) mentioned being indifferent, 32 (26.67%) disagreed, with 72 (60%) strongly disagreed.

5.3 Conclusion

Drawing conclusions from the study findings, it is crucial to observe that the key study variables that informed this work, in a great measure, were found to have had substantial contributions to teacher’s job performance in public secondary schools in Rachuonyo South Sub-County. These variables were, in-service training, promotion of teachers and working conditions in the learning institutions.
As revealed in the study, in-service training of teachers was established to play a significant role in motivating teachers to step up their job performance since training equips teachers with the requisite knowledge and skills in the performance of specialized tasks. However, the teachers in public secondary schools in Rachuonyo South Sub-County had not developed the culture of embracing regular trainings to keep abreast with the ever emerging issues in education.

Besides, the study also concludes that promotion is a strong motivator, that when systematically done and seen as fair to everyone, commitment to job performance is increased enormously, yet this dimension of motivation seemed to have been relegated just to apply to few cases which in turn create resentment among the teaching fraternity as others remain in job groups for a relatively long period of time. Moreover, working conditions was realized to have significant influence on teacher’s job performance, as workers take most of their time in the work stations than elsewhere. Though it appeared that some attempts were being put in place to address this, the working environment was not enriched enough to offer the much needed job satisfaction among the teachers working in public secondary schools in Rachuonyo South Sub-County.

5.4 Recommendations

From the study findings, recommendations both for policy formulation and further research are drawn.
5.4.1 Recommendation for Policy Formulation

It is hoped that the study will be significant to teachers in public schools and workers in Rachuonyo South Sub-County in various engagements, formal or informal, to embrace motivational practices necessary for enhancing their productivity for the benefit of both individual worker and the organization. It is therefore recommended that teachers like any other work should be motivated to increase their performance.

It is also recommended that the management of public schools put in place measures geared towards enhancing performance of teachers and formulate motivational policies that enhance employee performance.

The government can use the study, especially the Teachers Service Commission (TSC) in acquiring vital information critical for improving terms and working conditions of teachers in order to increase their level of job performance. The ministry of education (MOE) can use the findings from the research in understanding extrinsic rewards that lowers teachers job performance and thus take appropriate strategies and measures so as to improve the efficiency of teachers.

The Board of Management (BOM) can also use the findings from the research in providing rewards that give teachers impetus to work harder and facilitate pupils’ performance, both in class and outside classroom.
5.4.2 Recommendation for further Research.

The study recommends the following areas to be considered for further research:

i. What influence do intrinsic rewards have on teacher’s job performance in public secondary schools in Rachuonyo South Sub-County?

ii. What is the difference in job commitment between teachers in Rachuonyo South Sub-County and other areas in Kenya?

iii. To what extent does working environment alone influences teachers job performance in both public and private organizations?

iv. Are there significant negative influences of motivational rewards on an institution?
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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

NYAKONGO HESBORNE,
KENYATTA UNIVERSITY,
P.L.O. BOX 43844-00100
NAIROBI.
2/2/2014

Dear Respondent,

RE: REQUEST FOR PARTICIPATING IN A RESEARCH STUDY

I am a master of education student at Kenyatta University, currently carrying out a research study on influence of motivation on teachers’ job performance in public Secondary Schools in Rachuonyo South Sub-County, Homa-Bay County. It is my humble request that you kindly assist me to obtain data for the study. This study is purely academic and any information provided will be used for this purpose only and the respondents’ identity will be treated with utmost confidentiality.

Yours sincerely,

Nyakongo Hesborne Ombuya.
APPENDIX II: RESEARCH QUESTIONNAIRE FOR TEACHERS

This questionnaire is developed to obtain information from the respondents on the study focusing on influence of motivation on teachers’ job performance in Public Secondary Schools in Rachuonyo South Sub-County. It is divided into two sections, A and B, with section A, seeking for demographic characteristics of the respondents, while B solicits for data on the study’s major variables. Diligently read the items and provide the responses sought as objectively as possible and note that any information given will be accorded utmost confidentiality.

PART A: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

1. State your gender
   Male [ ]   Female [ ]

2. Indicate your age bracket in years
   18-25 [ ]   26-35 [ ]
   36-45 [ ]   Above 45 [ ]

3. State your level of education
   Secondary [ ]   Tertiary [ ]   University [ ]
   Other (specify) ..............................................................

4. Indicate your marital status
   Single [ ]   Married [ ]   Widowed [ ]
   Other (specify) ..............................................................
5. Identify the school type where you teach.

Boarding boy school [ ]
Boarding girl school [ ]
Boarding mixed school [ ]
Day mixed school [ ]

6. For how long have you been serving in your current station?

Less than a year [ ]
1-3 [ ]
4-6 [ ]
7-9 [ ]
Above 9 years [ ]

PART B: INFLUENCE OF MOTIVATION ON JOB PERFORMANCE

7. Indicate the entry training qualification at employment

Diploma [ ]
Certificate [ ]
Degree [ ]

Other (specify) ........................................................................................................

8. State your current training qualification.

Certificate [ ]
Diploma [ ]
Degree [ ]

Other (specify) ........................................................................................................

9. State the form training preferred in your institution.

Formal [ ]
Workshop / seminar [ ]

Informal [ ]
Computer training software [ ]

Other (specify) ........................................................................................................

10. Indicate how frequently you train.

1-5 years [ ]
6-10 years [ ]
11-15 years [ ]

16-20 years [ ]

Other (specify) ........................................................................................................
11. State the value you often attach to training.

   Competencies   [ ]   Promotion   [ ]   Remuneration   [ ]
   Recognition    [ ]
   Other (specify)..............................................................................................................

12. In your own opinion explain the influence of in–service training on teachers job performance.................................................................................................................................

13. State whether you agree or disagree that there is a recognizable scheme of service for teachers by the employer?

   Strong agree   [ ]   Agree   [ ]   Indifferent   [ ]
   Disagree   [ ]   Strong disagree   [ ]

14. Indicate the number of times you have been promoted to higher grades.

   0-2   [ ]   3-5   [ ]   6-8   [ ]   Above 8   [ ]

15. State the basis upon which promotion is granted to teachers.

   Experience   [ ]   Performance   [ ]   Administration   [ ]
   Other (specify)........................................................................................................................

16. Indicate whether you agree or disagree that your school implements an internal promotion arrangement.

   Strongly agree   [ ]   Agree   [ ]   Indifferent   [ ]
   Disagree   [ ]   Strong disagree   [ ]

17. In your own opinion explain the influence on teachers’ job performance in your school........................................................................................................................................

72
18. State whether you agree or disagree that your school offers conducive working environment.

Strong agree [ ] Agree [ ] Indifferent [ ]

Disagree [ ] Strongly disagree [ ]

19. How diverse environmental components are available in your school?

Very diverse [ ] Diverse [ ] Less diverse [ ]

Other (specify)..............................................................................................................

20. State the nature of working conditions in your school.

Working space [ ] Working implements [ ]

Working resources [ ] Friendly workers [ ]

Other (specify)..............................................................................................................

21. Indicate the extent to which you agree or disagree that there is a conflict management in your school.

Strongly agree [ ] Agree [ ] Indifferent [ ]

Disagree [ ] Strongly disagree [ ]

22. In your own opinion explain the influence of working conditions on teachers’ job Performance....................................................................................................................
## APPENDIX III: TIME SCHEDULE (2013/2014)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Writing &amp; Presentation</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Field work – Piloting</td>
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<td></td>
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<td>Modification of Instruments</td>
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<td>Administration of Questionnaire</td>
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<td>Data Analysis</td>
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<tr>
<td>Report Writing and Editing</td>
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<tr>
<td>Submission of Project</td>
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<tr>
<td>Graduation</td>
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## APPENDIX IV: PROPOSED STUDY BUDGET

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<tr>
<th>Expense</th>
<th>Activity</th>
<th>Quantity</th>
<th>Projected Cost Per Unit/Item</th>
<th>Total Cost in Kshs</th>
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</thead>
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<tr>
<td>Secretarial Services</td>
<td>1. Proposal Typing and Printing</td>
<td>36 pages</td>
<td>20/= per page</td>
<td>720</td>
</tr>
<tr>
<td></td>
<td>2. Proposal photocopy</td>
<td>36 x 10 130pgs</td>
<td>2/= per page</td>
<td>2,600</td>
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<td></td>
<td>3. Project typing and printing</td>
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<td>20/= per page</td>
<td>2,600</td>
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<td></td>
<td>4. Project photocopy</td>
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<td>2/= per page</td>
<td>3,000</td>
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<tr>
<td>Research Materials</td>
<td>Miscellaneous e.g. binding Text Books</td>
<td></td>
<td></td>
<td>25,000</td>
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<tr>
<td></td>
<td>Stationary and data handling Devices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Research Resources</td>
<td>Internet access and subscription library</td>
<td></td>
<td></td>
<td>10,000</td>
</tr>
<tr>
<td></td>
<td>membership fees</td>
<td></td>
<td></td>
<td>2,500</td>
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<tr>
<td></td>
<td>British council library, Uon library &amp; Moi University</td>
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<td></td>
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<tr>
<td>Living Expenses</td>
<td>Accommodation</td>
<td>11 months</td>
<td>4,500 months</td>
<td>4,500 per month</td>
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<td>Subsidence</td>
<td>11 months</td>
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<tr>
<td>Miscellaneous</td>
<td>Commuter expenses to various libraries</td>
<td>3 times per month</td>
<td>500 x 3 x 11</td>
<td>16,500</td>
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<td><strong>Total</strong></td>
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<td><strong>162,640</strong></td>
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<td>Contingencies</td>
<td><strong>10% of total Expenditure</strong></td>
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<td>16,264</td>
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<td>Grand Total</td>
<td><strong>178,904</strong></td>
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</table>
APPENDIX V: RACHUONYO SOUTH DISTRICT MAP
APPENDIX VI: RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No.  9th Floor, Uralri House
Date: 16th March, 2015
P.O. Box 30623-00100
NAIROBI-KENYA

NACOSTI/P/15/2702/4538

Ombuya Hesborne Nyakongo
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of motivation on teachers job performance in public secondary schools in Rachuonyo South Sub County Homabay County Kenya,” I am pleased to inform you that you have been authorized to undertake research in Homa Bay County for a period ending 17th April, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Homa Bay County before embarking on the research project.

On completion of the research, you are required to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. S. K. LEOAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Homa Bay County.

The County Director of Education
Homa Bay County.
APPENDIX VII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MR. OMBUYA HESBORNE NYAKONGO
of KENYATTA UNIVERSITY, 582-40222

OYUGIS, has been permitted to conduct
research in Homabay County

on the topic: INFLUENCE OF
MOTIVATION ON TEACHERS JOB
PERFORMANCE IN PUBLIC SECONDARY
SCHOOLS IN RACHUONYO SOUTH SUB
COUNTY HOMABAY COUNTY KENYA

for the period ending:
17th April, 2015

Applicant's Signature

Director General
National Commission for Science,
Technology & Innovation

CONDITIONS:

1. You must report to the County Commissioner and
the County Education Officer of the area before
embarking on your research. Failure to do that
may lead to the cancellation of your permit.

2. Government Officers will not be interviewed
without prior appointment.

3. No questionnaire will be used unless it has been
approved.

4. Excavation, filming and collection of biological
specimens are subject to further permission from
the relevant Government Ministries.

5. You are required to submit at least two(2) hard
copies and one(1) soft copy of your final report.

6. The Government of Kenya reserves the right to
modify the conditions of this permit including
its cancellation without notice.

RESEARCH CLEARANCE PERMIT

Serial No. 4439

CONDITIONS: see back page