INFLUENCE OF MOTIVATION ON JOB PERFORMANCE AMONG SECONDARY SCHOOL TEACHERS IN KIRINYAGA CENTRAL SUB-COUNTY, KENYA

BY

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

NOVEMBER, 2015
DECLARATION

I declare that this research project is my original work and has not been presented for a degree in any other university or any other institution of higher learning for certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.

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E55/CE/22807/10

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DEDICATION

This research project is dedicated to my late parents Mr. and Mrs. Musili who gave me the chance to accomplish my life desires.
ACKNOWLEDGMENT

First and foremost, my appreciation goes to my supervisors Prof. Okech and Dr. Kyalo for their sincere guidance in the process of developing this research project. Many thanks to go to my lecturer Dr. Orodho who imparted unto me the knowledge on how to go about in the preparation of this document during my course work. Further, I would like to register my gratitude to the entire staff of Mutira girls’ high school for their support during the whole exercise of writing this report. Finally, I would like to thank the typist Carol whose tireless devotion would not go unappreciated.

May the Almighty God bless each of you abundantly.
# TABLE OF CONTENTS

DECLARATION ........................................................................................................... ii
DEDICATION ............................................................................................................... iii
ACKNOWLEDGMENT ................................................................................................. iv
TABLE OF CONTENTS ............................................................................................... v
LIST OF TABLES ........................................................................................................ viii
LIST OF FIGURES ....................................................................................................... ix
ABSTRACT .................................................................................................................. x

## CHAPTER ONE: INTRODUCTION AND CONTEXT OF THE STUDY ................. 1

1.0 Introduction .......................................................................................................... 1
1.1 Background to the study ....................................................................................... 1
1.2 Statement of the problem .................................................................................... 4
1.3 Purpose of the study ............................................................................................. 5
1.4 Objectives of the study ......................................................................................... 5
1.5 Research questions ............................................................................................... 6
1.6 Limitations ............................................................................................................ 6
1.7 Delimitations ......................................................................................................... 7
1.8 Significance of the study ...................................................................................... 7
1.9 Theoretical framework ......................................................................................... 8
1.10 Conceptual Framework ....................................................................................... 18
1.11 Definition of significant terms ........................................................................... 20

## CHAPTER TWO: REVIEW OF RELATED LITERATURE ..................................... 21

2.1. Introduction ........................................................................................................ 21
2.2 Influence of Basic Needs on Job Motivation ....................................................... 21
2.3 Influence of Teacher Qualification on Motivation and Performance. ................. 24
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4 Measures to enhance Teachers’ Motivation and Performance</td>
<td>26</td>
</tr>
<tr>
<td>2.5 Summary and Gap to be Filled</td>
<td>28</td>
</tr>
<tr>
<td><strong>CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY</strong></td>
<td>30</td>
</tr>
<tr>
<td>3.1 Introduction</td>
<td>30</td>
</tr>
<tr>
<td>3.2 Research design</td>
<td>30</td>
</tr>
<tr>
<td>3.2.1 Variables</td>
<td>30</td>
</tr>
<tr>
<td>3.3 Location of the Study</td>
<td>31</td>
</tr>
<tr>
<td>3.4 Target Population</td>
<td>31</td>
</tr>
<tr>
<td>3.5 Sampling Procedure and Sample Size</td>
<td>31</td>
</tr>
<tr>
<td>3.6 Research Instruments</td>
<td>32</td>
</tr>
<tr>
<td>3.7 Piloting</td>
<td>33</td>
</tr>
<tr>
<td>3.7.1 Validity of Instrument</td>
<td>33</td>
</tr>
<tr>
<td>3.7.2 Reliability of Instrument</td>
<td>33</td>
</tr>
<tr>
<td>3.8 Data collection</td>
<td>34</td>
</tr>
<tr>
<td>3.9 Data Analysis Procedure</td>
<td>34</td>
</tr>
<tr>
<td>3.10 Logistical and ethical consideration</td>
<td>35</td>
</tr>
<tr>
<td><strong>CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION</strong></td>
<td>36</td>
</tr>
<tr>
<td>4.1 Introduction</td>
<td>36</td>
</tr>
<tr>
<td>4.2 Respondents Demographic Information</td>
<td>36</td>
</tr>
<tr>
<td>4.2.1 Gender Analysis</td>
<td>36</td>
</tr>
<tr>
<td>4.2.2 Age of the Respondents</td>
<td>37</td>
</tr>
<tr>
<td>4.2.3 Marital Status</td>
<td>38</td>
</tr>
<tr>
<td>4.2.4 Type of School</td>
<td>39</td>
</tr>
<tr>
<td>4.2.5 Category of School</td>
<td>40</td>
</tr>
</tbody>
</table>
4.3 Influence of Satisfaction of Basic needs on Job Performance ........................................ 41

4.4 Influence of Teacher Qualification on Performance .................................................. 45
   4.4.1 Professional Qualification .................................................................................. 46
   4.4.2 Preferred Subjects ............................................................................................ 46
   4.4.3 Years of Experience .......................................................................................... 47
   4.4.5 Analysis of average number of students per class ............................................. 49

4.5 Mitigation Measures that may Enhance Teachers’ Motivation ................................. 49

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS ........... 51

5.1 Introduction .............................................................................................................. 51

5.2 Summary .................................................................................................................. 51

5.3 Conclusion ............................................................................................................... 53

5.4 Recommendations .................................................................................................. 54
   5.4.1 Policy Recommendations .................................................................................. 54
   5.4.2 Recommendations for Further Research .......................................................... 55

REFERENCES ................................................................................................................ 56

APPENDIX I: QUESTIONNAIRE FOR TEACHERS ....................................................... 60

APPENDIX II: UNIVERSITY RESEARCH AUTHORIZATION LETTER ....................... 65

APPENDIX III: NACOSTI RESEARCH AUTHORIZATION LETTER .............................. 66

APPENDIX IV: RESEARCH PERMIT ........................................................................... 67
LIST OF TABLES

Table 3.1: Sampling Frame and Matrix ........................................................................................................... 32

Table 4.1 Gender of the Respondents ........................................................................................................... 37

Table 4.2: Age of the Respondents ............................................................................................................... 38

Table 4.3: Category of School ....................................................................................................................... 41

Table 4.4: Correlation between Prize Giving and Performance ................................................................. 44

Table 4.4: Influence of Qualification on Job performance ............................................................................. 45

Table 4.5: Teachers’ Professional Qualification ........................................................................................... 46

Table 4.6: Preferred Subjects ......................................................................................................................... 47

Table 4.7: Years of Experience ...................................................................................................................... 48

Table 4.8: Number of Students per Class .................................................................................................... 49
LIST OF FIGURES

Figure 1.1: Conceptual Framework ................................................................. 18

Figure 4.1: Marital Status .............................................................................. 39

Figure 4.2 Type of School ........................................................................... 40

Figure 4.3: Schools with Prize giving Days ................................................... 42

Figure 4.4: Reward Beneficiaries .................................................................. 43
ABSTRACT

There has been a wide outcry of teachers as far as their salaries and other work conditions are concerned not only in Kenya but also in other parts of the world. The purpose of this study was to investigate teacher motivation in Kenyan secondary schools. The study investigated the role of promotions, salary, job security, work conditions and proximity to job station in relation to teacher motivation. The study specifically was guided by the following objectives to:- establish the extent to which satisfaction of basic needs influence job performance of secondary school teachers; find out whether teacher qualification influences secondary school teacher job performance and suggest mitigation measures that may enhance teachers’ motivation to improve their job performance in Kirinyaga Central Sub County. The study was based on the expectancy theory of motivation and it is of significant importance especially to the education sector because teachers play a very vital role in ensuring self-sufficiency with respect to a country’s labor force, not to mention the large sums of money spent by the government to pay teachers and ensure smooth running of the education sector. The study used descriptive survey design to establish the influence of motivation on job performance among secondary school teachers. Highly motivated teachers tend to give the best in return. Teacher questionnaires were used to collect data for 80 teachers from public and private secondary schools in Kirinyaga central District from which 65 of the respondents were public school teachers while 15 were from private schools. These were randomly selected from public secondary schools and 41 teachers in private secondary schools. The schools from which the sample population came from were also randomly selected. Opinion from my supervisors was used to check on the content validity of the instruments and to test reliability of the instrument test-retest technique were used. This test-retest method involved administering the same instrument twice to the same group of subjects. The instruments of the study were tested in two schools which did not participate in the actual study. The piloting was to ensure clarity of the final instruments for the actual data collection. Questionnaires were first pretested to determine their validity and reliability before using them in the actual study. Data was analyzed using both qualitative and quantitative techniques where both charts and graphs were used. Out of the total number of respondents contacted, majority were of the opinion that teachers were supposed to be rewarded and their efforts appreciated. Motivation emerged key as far as teacher job performance is concerned. Some of the motivating factors suggested included rewards after exam results, recognition, promotion, housing, good pay as well as reasonable class size and provision of adequate teaching learning resources. The study established that can only be motivated by the provision of their basic needs in terms of emoluments. Teacher’s qualification was a key factor in influencing performance as poor teacher professional qualification leads to poor performance in schools. The study recommends that strategic measures to be taken to enhance job motivation and performance, teachers call for improvement of working condition, good opportunities for carrier advancement, salary increment and provision of allowances.
CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.0 Introduction

This section of the study gives details on the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, theoretical and conceptual frameworks, and assumptions of the study, limitation of the study and definition of significant terms. This chapter entails both theoretical and conceptual frameworks.

1.1 Background to the study

The term employee motivation is a complex and difficult term to define; therefore, a precise definition is elusive, as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual. However, attempts have been made to define motivation. Lewis, Goodman and Frank (1995) refer to motivation as the degree of readiness of an organization to pursue some designated goals. Dessler (2001) defines motivation as the intensity of a person’s desire to engage in some activity. To Ololube (2005), motivation has to do with the forces that maintain and alter the direction, quality and intensity of behaviour. Ikenyiri (2007), states that motivation is an internal arousal, which directs and maintains achieving set goal. These definitions have not only stated the meaning of motivation, but made inputs on the role of motivation to the worker. A motivated worker is easy to spot by his or her agility.

The issue of teacher motivation is very crucial to the long term growth of any educational system around the world. Motivation to work is very fundamental to the lives of teachers because it forms the fundamental reason for working in life. The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world.
One of these is Olulube (2005) whose study was based on benchmarking the motivational competencies of academically and professionally qualified teachers in Nigerian secondary schools, established that most governments especially in third world countries, among them Nigeria assume that teachers’ agitations and demands are beyond the resources of the ministry of education or the government. These governments go further to argue that teachers’ job performance does not necessitate constant requests for salary increments, incentives and better working conditions (Ololube, 2004).

There is a high correlation between intrinsic motivation and teaching. Internal desire to educate people, to give knowledge and value is always in teaching as a vocational goal. Fulfillment of teaching is provided with intrinsic rewards. According to Dornyei (2001) intrinsic motivation involves performing a behavior for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one’s curiosity. Intrinsic reward is divided into most satisfying views of teaching as a profession Gunram, (2011): the educational process itself, and, the subject matter. The first one is about the teacher’s performance affected by working with students and perceiving the changes in the students’ performance and behavior. The second one is related to studying a valued field and new information in it so it leads to increase one’s own level of professional skills and knowledge. Such intrinsic rewards make teachers forgo high salaries and social recognition (Guay et al., 2010). Professional effectiveness comes from being aware of one’s strengths and limitations (Muhammad et al, 2012). Not only being in an autonomous manner, which means that the worker is given control of what, how and when the work is done, but also "competence" replaced by "efficacy" are crucial aspects in intrinsic dimension of teacher motivation.
Extrinsic influences on work motivation are thought to be a real domain (Gunram, 2011). While its presence results in dissatisfaction, its absence does not make any sense in the increase of job satisfaction. These contextual influences are the negative sides of the positive part, intrinsic domain, of work motivation. Guay et al., (2010) argues that there are two types of contextual influences on teacher motivation, called macro-contextual and micro-contextual influences. Macro-contextual motives are related to teaching as the job itself should fulfill the chief societal duties such as bringing up and educating the next generation of people. Thus, every level of society as an external influence deals with teaching. However, micro-dimension is featured with the organizational climate of the particular institution where teachers work, the class, and the traits of teaching environment, students.

Teachers’ motivation is very critical, the issue of teachers’ motivation and quality assurance has become a matter of debate and concern in educational systems and standards (Walker et al., 2006). Tangible benefits related to job such as salary, fringe benefits and job security are known as extrinsic motivation or called extrinsic rewards which enhances motivation of teachers. Wage increase or insufficient salary increase are in the salary category while Tenure and company stability are handled in job security. In addition to this, physical conditions, the amount of work and the facilities available for doing the work are regarded as extrinsic rewards are some of the motivation facilities that are necessary in improve teachers performances (Ofoegbu, 2004).

In most developing countries of the world including Kenya, there has been a growing awareness about teacher motivation which is a key to quality assurance, quality outcomes/delivery and high standards in the educational system (Gitonga, 2012). It is acknowledged that any nation that is aspiring to maintain high and quality standards or achieve quality assurance in its educational system must take teachers and their motivational needs with utmost high level of seriousness.
Muhammad and Sabeen (2011) in a study on the factors affecting teachers motivation established that motivation enabled teachers to build their self confidence which made them to be important in the society, ready to face all types of situations in the classroom. Ofoegbu (2004) in a study on teacher motivation in Nigeria noted that teacher motivation would enhance classroom effectiveness, and improve standards and quality schools.

In Kenya, a study by Mwangi (2003) on factors related to the morale of Agriculture teachers found that work environment and recognition increased the morale of the teachers. Teachers with strong positive attitudes about teaching had students whose self-esteem was high. Students seem to recognize the effectiveness of teachers who are satisfied with their teaching performance with teachers constituting the largest workforce in Kenya today as per the Daily nation newspaper (Saturday June 11th 2011). Based on the above background, the purpose of this study was to establish the significance of motivation on job performance among secondary school teachers in Kirinyaga Central Sub-County, Kirinyaga County in Kenya.

1.2 Statement of the problem

Schools today are deteriorating in terms of personal efficiency and effectiveness. One of the major reasons may not be unconnected with the lack of adequate motivation for the teachers. If teachers are not adequately motivated, they may not perform and if they fail to perform the objectives that are set may never be achieved. Studies have been done on teachers’ motivation in Kenya in which the teachers’ motivation has been viewed as a major determinant of students’ performance in National Examinations. Though a crucial aspect in achieving educational goals and objectives effectively, there is limited good quality published information on teacher motivation and incentives. The lack of motivation is perceived to be determined by different factors such as work environment and the rewards for teachers. Lack of motivation among
teachers is believed to have affected the performance of students in secondary schools in Kenya including those in Kirinyaga Central Sub County. Lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren’t kept, resistance to contributing more than what is required of them and development of arguments between colleagues. Performance of a given school depends entirely on the teacher’s effort and if that a given teacher is unhappy with his/her job, he/she will not put emphasis into his/her teaching. This is evidenced by the frequent strikes by teachers not only in Kenya but also in other parts of the world. In Kenya for example, teacher motivation has been misunderstood by some key leaders in the government who term it as a way of bribing teachers to perform their legal duties. This study therefore aimed at establishing the influence of teacher motivation in their job performance in Kirinyaga Central Sub County.

1.3 Purpose of the study

The purpose of the study was to find out the influence of motivation on secondary school teacher job performance in Kirinyaga central Sub County in Kirinyaga County.

1.4 Objectives of the study

The study specifically was guided by the following objectives to:-

i) Establish the extent to which satisfaction of basic needs influence job performance of secondary school teachers in Kirinyaga Central Sub County.
ii) Find out whether teacher qualification influences secondary school teacher job performance.

iii) Suggest mitigation measures that may enhance teachers’ motivation to improve their job performance in Kirinyaga Central Sub County.

1.5 Research questions

i) To what extent does the satisfaction of basic needs influence job performance of secondary school teachers in Kirinyaga Central Sub County?

ii) To what extent does teacher qualification influence secondary school teacher job performance?

iii) What are mitigation measures that may enhance teachers’ motivation to improve their job performance in Kirinyaga Central Sub County?

1.6 Limitations

These are the draw backs that the research had no control over. First and foremost, lack of reliable road networks and means of transport hampered the movement of the researcher however the research used the (boda boda) motorcycles to navigate schools that were located in the in interior. Being very sensitive, some teachers did not open up and provide the necessary information or giving convenient responses that are not necessarily correct. However the researcher convinced them not to panic as the study was purely for academic purpose and not anything else.
1.7 Delimitations

According to Orodho (2010), these are the boundary limitations. These included confinement of the study only to secondary school teachers. Although there were other factors influencing secondary school teacher job performance, this study restricted it to motivation factors. Finally, other workers in different institutions other than schools including primary school teachers were not included in the study.

1.8 Significance of the study

Ministry of Education: The findings of the study will be of importance to the ministry of education as they will get to know the factors affecting teacher motivation which finally affects the performance of students in examinations. By this, the Ministry will use the information to come up with the ways of motivating teachers. The study may also contribute valuable information to the Ministry of Education, TSC and school teachers that point out the importance of motivation of teachers in various capacities to improve on their overall performance in their schools.

Teachers: The findings of this study benefit the educationists from within, Kirinyaga Central Sub County public secondary schools in their management strategies toward the improvement of teachers’ motivation. The results on the strategies to improve teachers’ motivation are likely to improve the students’ academic performance, to enable them pursue their desired careers and consequently lead to local and national development. The findings will also be of importance to teachers as they will get to know how different factors affect teacher motivation. This will help them in deciding to adjust to the prevailing situations to improve the performance of students.
The school management: The study will be of importance to the management of the schools as it will highlight on the factors affecting teacher motivation. By this information, the management of the schools can come up with better ways of improving teacher motivation.

Further Research: The study may provide useful literature to future researchers in motivational factors that influence teachers’ performance and enable further research in the areas of teacher motivation.

1.9 Theoretical framework

Teacher motivation can be studied through several broad approaches in relation to content or need based theories, process theories and reinforcement theories. This study however was based on one of the process theories, the expectancy theory of motivation.

Theories of motivation

Theories of motivation can be categorized into three groups: content, process and reinforcement theories. The content approach to motivation concerns the needs and aspirations of individuals and the value which they place on these factors. Assumption is made that workers will use the work situation as a basis or achieving their objectives.

Content theorists assume that there is a level of ordering values-what workers consider important e.g., money, care, safety and friends some given a higher priority than others. The theorists claim that basic personal needs have psychological and socio-economic basis. Due to the urge to satisfy these needs, work motivation becomes possible.

Process theories of motivation are concerned not only with the things which motivate workers but also with ways in which individuals might be motivated. Much consideration is given to the
question of how motivation might be generated, directed and studied. These theories acknowledge that individuals ‘expectations of subsequent outcome determine their behavior (a concept of expectancy). Managers should therefore create the conditions which promote eliminating those which under which it might cease to exist.

Reinforcement or behavior modification theory does not take in to account the process or needs factors of motivation, but instead is based on the law of effect. This suggests that behaviors may be repeated if they result in reward of consequences and will be avoided if the consequences are unpleasant.

a) Content or Human needs theories

Among the people who have contributed to this set of theories are Taylor, Maslow and Hertzberg (1954). This set of theories is concerned with individuals’ goals, what they are, their level of importance to individual workers and why they might at all be of importance to them. They emphasize an understanding of the factors which contribute to these needs and what happens when they are satisfied.

Maslow’s Hierarchy of needs

In 1954, Abraham Maslow’s studies in human motivation led him to propose that there is a general pattern of needs recognition and satisfaction and that people follow in generally the same sequence. He suggested that human needs are appear in stages and that satisfaction of one set of needs paves way for others. According to Maslow, basic physiological needs will modify the individual’s behavior in such a way that these needs are satisfied. However, once they are satisfied, then the second set of needs take hold and the individual is motivated towards seeking to satisfy them. When they are satisfied, then the third set of needs comes into focus, in which
case the individual aspires to satisfy these needs, whether through the work situation or otherwise. This situation continues until the highest level of needs is brought into focus.

The most basic needs according to Maslow are physiological—Associated with human survival and include food, shelter, water and other elements important for biological body functioning. Safety needs, the second in the hierarchy include security, both physical e.g. health and safety at work and psychological e.g. secure employment. Social needs, the third in the hierarchy represent the other rank and shows that individuals have an inherent desire for affiliation with other humans. They therefore might need to associate with other individuals or groups to whom they can relate. Love, one of the needs in this level represents the need for individuals to love and be loved. Social needs categorically entail affection, sense of belonging, acceptance and friendship. Esteem needs are fourth. At this level, Abraham suggests that the individual needs of self-respect and self-esteem and to be independent and free. This element of theory might be facilitated through efforts designed to improve the degree to provide that people have in their work. Workers need to positively identify with the products of their work. In practical terms, they cannot develop such pride nor have their work admired by others if they are not able to make a higher level of contribution. It’s only at this stage the theory suggests that motivation can be effective—a factor that Hertzberg support. Managers’ provision of positive feedback on the process, progress and quality of their work also facilitate this level of need.

Self-actualization is at the top of the hierarchy. It’s the highest set of needs, representing the ultimate level of accomplishment for an individual within the work place. It represents manifestation of individual’s fantasies and creative desires within the work place. The individual at this level can give his or her best and can be recognized and appreciated for the high level of contribution he or she made. In essence, workers/people go through life, seeking to satisfy these
needs starting at the bottom working their way upwards. When a lower level of needs is sufficiently satisfied, they will require satisfying the next higher level of needs. To motivate people therefore, they must be offered the opportunity to satisfy their current level of needs. Once a need is satisfied, it no longer acts as a strong motivator. Only unsatisfied needs motivate a person.

Maslow’s hierarchy of needs

Herzberg’s Two factor Theory

According to Fredrick Herzberg (1959), there are two different sets of factors affecting motivation at work. Some set of factors if absent cause dissatisfaction. These are related to the job environment and are thus extrinsic to the job itself like the quality of supervision or level of pay. Herzberg labeled these as hygiene or maintenance factors. The second set of factors when present leads to feelings of satisfaction. They relate to the job itself egoist complexity or
importance which Herzberg named the motivators or growth factors. To motivate teachers, the management must enrich the content of the work they ask them to do, building in to tasks for example, greater levels of responsibility and support to learn their new skills, in advocating for making work more interesting and improving the quality of the work experience for the individual. Teachers’ management must strive towards providing a conducive environment for motivation.

**Herzberg’s two factor theory**

<table>
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<th>Content of the job-what you ask me to do at work</th>
<th>intrinsic motivators</th>
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<tr>
<td>Job environment-The condition in which you expect me to work</td>
<td>Extrinsic motivators</td>
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<td>Hygiene factors</td>
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Hygiene factors include:- organization policies, administration, and supervision, working conditions, interpersonal relations, wages/salaries, status and security. On the other hand, job content factors include:- achievement, recognition, increased responsibility, challenging work, growth and development.
Though this theory has been criticized due to several reasons related to type of workers who were involved, it has been widely used by managers as it identifies incentives or rewards which can be used in practice. Saleem (1997) points out that the theory’s most effective technique of increasing motivation is job enrichment which implies upgrading the job in terms of responsibility and challenge in work. This theory suggests that good administrative policies, supervision, working conditions, interpersonal relations, high salaries and allowances, status, security, achievement, increased responsibility, challenging work, growth and development promote teachers’ job satisfaction.

**The scientific management theory**

Taylor and others connected to this theory proposed that money should be given to workers as an incentive to work. Taylor proposed that piecework system as was in practice at the time was unsatisfactory in that there was a maximum earning level, after which earnings would reduce. The suggestion that was greatly upheld by both workers and managers was that there should be no any ceiling on earnings and that workers should be given additional incentives for productivity. eg, if the enterprise was successful, the individuals should be given a wage increase.

b) **Process theories**

This set of theories is concerned with how the process of motivation really works. There are three popular theories which are concerned with how workers are motivated. These include:- equity, goal setting and expectancy theory.
c) **Equity theory**

It suggests that individuals/workers contribute to the work situation proportionately to how they benefit from it. It relates not only to the workers’ mental and physical exertion but also to experiences, skills, education as well as training and development. It holds that workers will consider these factors in relation to wages or salary they receive from their employers. Another aspect of this theory is the workers’ pay in relation to others for the same type of work. It’s expected that two workers performing similar tasks expect similar pay/rewards. This is so regardless of any perceived non-productivity related differences such as gender and ethnicity. There is however a difference in rewards if there is a marked difference in their output. This suggests that the quality of the output might be different and measurable. One current application of this aspect of the theory is Performance Related Pay (PRP) and productivity bonuses. Equity, in this regard, does not mean equality but rather inequality.

**Goal setting theory**

This theory is based on the idea that if an individual has goals he/she makes an effort to achieve them. The behavior of those with set goals is in direct contrast to the behavior of those without specific goals. Work goals are important in that workers have something to aspire towards. The more difficult the goals, the more effort the individual will put in to work. This theory suggests that management might set goals for workers, the achievement of which should be rewarded. The difficult of management to impose goals on workers is not overlooked. The non-acceptance of goals might relate to a number of factors including the level of trust and equality.
Expectancy theories

It was first proposed by Vroom in 1964. It concerns the value placed on particular rewards. This means that the workers behave in ways which are compatible with goal achievement. The theory postulates that individuals will evaluate various strategies of behavior and then choose the behavior they believe will lead to those work-related outcomes or rewards that they value like pay increase, promotion or recognition. If the individual believes that working hard will lead to a desired pay increase, he or she then works hard. Miskel and Ogawa (1988) says that this theory rests on the assumption that motivation is a coonskins process in which decisions lawfully made are related to psychological events that occur with behavior and the forces in the individual and environment combined to determine behavior. Vroom (1964) explained that expectancy theory involves three main variables: Instrumentality, Valence and Expectancy which are derived from the relationship among effort, performance, outcome and rewards.

Szilagyi (1981) explains expectancy as the perceived relationship between efforts and performance. For example, the teacher may not be 100% certain that success of his/her students in an exam will be 100% since this depends on a number of factors beyond his/her control. Instrumentally on the other hand, is the probability that the performance will lead to desired rewards. It represents the belief by employees that a reward will be received once the task has been accomplished. Valence has been defined as the employee’s preference for a particular outcome or reward, which can be either intrinsic or extrinsic valence. Teachers expect such outcomes as pay rise, promotion and recognition by superiors to have positive valence. Such outcomes as reprimands, job pressures, stress and interpersonal conflicts may have negative valence. In the context of their study, this theory implies that teachers will be motivated to choose behaviors that result in valued rewards such as pay increase, promotion and recognition.
d) Reinforcement theory

This theory relates the physical effects of rewards and punishment. It stresses the application of rewards by the manager. Szilagyi (1981) explains reinforcement as a theory which suggests that behavior is a function of its consequences or rewards. In other words, if people are rewarded for performing at a higher level, they should perform at a high level or higher level because of the knowledge of the rewards that will be received. eg; teacher rewarded for exemplary performance is expected to do better due to the knowledge that he/she will be rewarded. The individual is rewarded for desirable behavior, which after some time becomes an internalized entity. He/she is then able to exhibit the desired behavior without expecting to be rewarded. Conversely; an instance of undesirable behavior is negatively rewarded or punished. The punishment serves as a deterrent. When done over a period of time for the same behavior pattern, it’s thought to result in the desired behavior modification. Supporters of this theory assert that the individual continues to make attempts to desist from the undesirable behavior and his/her behavior in future excludes all those aspects which had been negatively reinforced.

The Expectancy theory of motivation

This theory posits that motivation is a force or drive within a person and that this force varies according to three factors: valence, expectancy and instrumentality (Orodho 2000). According to Lewis et al (1995) expectancy theory is the most comprehensive motivational model that seeks to predict task-related effort. The theory suggests that work motivation is determined by two factors namely: the relationship between effort and performance and desirability of various work outcomes that are associated with different performance levels. In short, this theory suggests that motivation that will lead to job satisfaction is a function of the perceived relationship between an
individual’s effort, performance and the desirability of consequences associated with job performance. This is to mean that employees are influenced by the expected outcomes of their behaviors and motivation at work or the perceptible link between effort and reward. This theory is applicable in this study in cense that it draws attention to the effects of cognitive and perceptual processes on objective teacher’s work conditions. It suggests that educational administrators and policy makers should pay attention to the expectancy values that is the link between effort and teacher’s needs satisfaction and job performance, determine what outcome teachers value and link the reward that teachers value to their job performance. An individual must expect accomplishment of his/her goal for him or her to carry out a certain task. This calls for motivation otherwise the individual won’t perform the task as per expectation.
1.10 Conceptual Framework

**Figure 1.1: Conceptual Framework**

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivators</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Work content factors</strong></td>
<td></td>
</tr>
<tr>
<td>Opportunity for professional advancement</td>
<td>Performance/Out come</td>
</tr>
<tr>
<td>Recognition</td>
<td>Commitment</td>
</tr>
<tr>
<td>Challenging work</td>
<td>Devotion</td>
</tr>
<tr>
<td>Collegiality</td>
<td>Loyalty</td>
</tr>
<tr>
<td>Autonomy</td>
<td>Turn over cooperation</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Volunteering</td>
</tr>
<tr>
<td>Work interest</td>
<td>Assisting learners</td>
</tr>
<tr>
<td><strong>Work context factors</strong></td>
<td></td>
</tr>
<tr>
<td>Basic needs-salary, job security</td>
<td></td>
</tr>
<tr>
<td>Competition</td>
<td></td>
</tr>
<tr>
<td>Working conditions-class size, accommodation</td>
<td></td>
</tr>
<tr>
<td>Employee relations</td>
<td></td>
</tr>
<tr>
<td>Job leadership style</td>
<td></td>
</tr>
<tr>
<td>Rewards</td>
<td></td>
</tr>
</tbody>
</table>

Source: Author (2015)

As shown in Figure 4.1 above, the motivating factors are grouped in two that is the work content and the work context factors. Both work and context factors forms the independent variables of
the study which have influence on the outcome of the study that is the dependent which according to this study is performance.
11 Definition of significant terms.

Influence: refers to the power affecting a person, thing, or course of events, especially one that operates without any direct or apparent effort.

Job performance: refers to the discharging ones responsibilities as per expectations in the work station like curriculum implementation.

Motivation: refers to the internal energy or force to perform an act or engage in action.

Reward System - This is the compensation given to teachers for the services they render in terms of salary and incentives.

Secondary teacher: refers to an individual who has undergone both academic and professional training at the level of diploma, Bachelor of Education or Masters Degree and employed by the TSC on permanent and pensionable terms to teach in public secondary school.

Sources of motivation these are external objects, such as benefits, rewards, appreciation, recognition, real or imaginary that provided an inspiration to perform a task for this matter teach effectively.

Teachers’ Motivation refers to the attribute of teachers to do or be involved in teaching, learning in the context of this study. It is defined as the act of making teachers feel that their work is recognized, valued and at the same time they get the rewards worth their input.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter focuses on the review of literature related to study objectives.

2.2 Influence of Basic Needs on Job Motivation

Teacher motivation is very important because it improves the skills and knowledge of teachers because it directly influences the students’ achievement (Mustafa & Othman, 2010). Effectively motivating employees has long been one of management's most important and challenging duties. If in schools, the teachers do not have sufficient motivation then they are less competent which directly influence the students and the education system. The general consensus among researchers is that whatever be the number of needs, needs are basic to motivation and when they are provided to workers, they are motivated and become efficient and effective on their jobs.

Needs theories attempt to identify internal factors that motivate an individual's behavior and are based on the premise that people are motivated by unfulfilled needs. Abraham Maslow’s (1943, 1970) need based theory is the most widely recognized theory of motivation and perhaps the most referenced of the need theories. Maslow in this theory explains that a person has five fundamental needs. Maslow's hierarchy of needs theory proposed that motivation is the result of a person's attempt at fulfilling five basic needs: physiological, safety, social, esteem and self-actualization. According to Clements-Croome (2000), environment in which people work affects both job performance and job satisfaction. Maslow emphasized that these needs can create internal pressures that can influence a person's behaviour. According to Maslow, physiological needs are those needs required for human survival such as air, food, water, shelter,
clothing and sleep. For teachers to be motivated they require physiological needs which includes providing comfortable working conditions, reasonable work hours and the necessary breaks to use the bathroom and eat and/or drink.

Safety needs include those needs that provide a person with a sense of security and well-being. Personal security, financial security, good health and protection from accidents, harm and their adverse affects are all included in safety needs. Idogho (2002) states that when teachers are not adequately taken care of especially with regards to regular and prompt payment of their salaries and other entitlements, their attitude to work automatically changes. Nwuju and Uzoaru (2010) specially found out that prompt payment of teacher’s salaries, medical services, transport allowances and rent subsidy are incentives for job satisfaction. Ladipo (2005), Olulube (2005), Nwuju and Uzoaru (2010) found out that every teacher desires job security and that once he or she is sure of protection in the place of work, he will be very effective. As a teacher you can account for your safety needs being provided with safe working conditions, secure compensation (such as a salary) and job security, which is especially important in a bad economy.

Peretomode (1991) observed that this need are often met in the educational institutions by granting teachers such programmes like fringe benefits, promotion, retirement or pension schemes, insurance benefits, welfare benefits, free medical and health services, job security and safe working conditions. If the physiological and safety needs are satisfied then the social needs need emerges. In developing countries teachers’ motivational issues has been researched and addressed significantly. According to a study done by Kadzamira (2006), Malawi teachers are highly dissatisfied by their remuneration and other conditions of service like poor incentives and condition of service which have resulted to low morale and thus poor performance. In Malawi
absenteeism and attention to work were largely influenced by teachers’ motivation factors like low salaries and poor working conditions. Lutharns (1989) commenting on working conditions says that clean and attractive surrounding tend to make workers happy when doing their work. A study done by Mungunyu (2008), found that in Embakasi division, physical facilities were inadequate. This was about 80-90% of the majority of the respondents that said this lowered job performance.

Social needs, also called love and belonging, refer to the need to feel a sense of belonging and acceptance. Teachers not housed in school have a great impact on teachers’ motivation in urban areas (Ramachadan & Javi, 2005). The cost of travel contributes to teachers’ absenteeism and lateness in urban schools. Housing and travel are two concrete issues affecting teachers’ morale and job performance (Ramachadran & Javi, 2005). Social needs are also important to humans so that they do not feel alone, isolated and depressed where friendships, family and intimacy all work to fulfill social needs. As a teacher you can account for the social needs by making sure you know one another, encouraging cooperative teamwork, being an accessible and kind supervisor and promoting a good work-life balance.

Esteem needs refer to the need for self-esteem and respect, with self-respect being slightly more important than gaining respect and admiration from others. As a teacher you can account for the esteem needs by offering praise and recognition when one does do well, and being offered promotions and additional responsibility to reflect your belief that you are a valued employee.

Self-actualization needs describe a person's need to reach his or her full potential. The need to become what one is capable of is something that is highly personal. While one might have the need to be a good teacher, one might have the need to hold an executive-level position within an
organization. Because this need is individualized, as a teacher one can account for this need by providing challenging work, inviting colleagues to participate in decision-making. A study on the teacher as a crucial factor in curriculum innovation found out that teachers’ empowerment/motivation is related to such dimensions as their involvement in decision making; their professional growth; teacher status and impact; autonomy and self efficacy. This empowerment is important for the realization and quality of both curriculum and educational innovations (Pilot, 2007).

2.3 Influence of Teacher Qualification on Motivation and Performance.

Teachers’ qualification is one of the factors that may influence their motivation to perform in class. According to TDA (2005), indicators of teachers’ qualifications, the so-called standards define levels of competence in a way that is sufficiently specific, explicit and simple to measure in order to provide a clear and reliable criterion for awarding qualifications regardless of where a candidate completed teacher training studies. For the assessment of teacher performance, in contrast, at present no indicators are available which could provide unambiguous and simple to use methods of measurement. Olembo (1997) noted that the quality of a head teacher in a school matters as far as students and teachers performance are concerned. On education and administration, Olembo points that the way the head teacher structures and administers the school, his/her relationship with the school sub systems, teachers and students has a strong influence on teachers’ motivation, which is further reflected on teacher job performance/the output.

UNESCO (2005) re-emphasized that quality assurance is a powerful means that can improve the effectiveness of education. Its key principle is that the main actors at the forefront of education such as teachers, head teachers, etc. are responsible for improving educational performance.
Ogola (2000) found that many graduate teachers’ in public schools and were not committed to their work. He argued that graduate teachers have their hearts elsewhere and have a negative attitude towards teaching. They attach monetary gain to extra work; they do feel they are overworked for little pay; and others do not view teaching as a noble profession. He concluded that graduate teachers were not committed to teaching and thus avoided areas of responsibility.

According to Walsh and Taylor (2007), several studies show that training activities are correlated with productivity and retention. The use of formal training programs is associated with significantly higher productivity growth. According to Clotfelter, et al. (2007), better trained and more experienced teachers tend to be assigned to students of greater ability and with fewer discipline problems. Extensive training are more likely to be captured by the firm if employees are motivated to stay and contribute to the firm's success fostered in part by selective hiring, competitive pay packages and team-orientated work environments. The main aim of teacher training is to develop educational skills that are compatible with education policies and to enable teachers to deliver these policies. According to Gustafsson (2003), it is a complex task to define teaching practices that have an impact on student performance since what counts as an effective teaching strategy varies by student age group, personality, learning ability and social background, and different strategies call for different teacher skills.

Teachers’ qualification has also been cited as a key factor in influencing performance of teachers at work. According to Somerset (1966), schools with well qualified teachers tend to be more successful. In his view, Michieka et al.(1994) notes that causes of poor performance among teachers is due to incapable head teachers and political interference in posting unqualified teachers. He however identifies factors that determine teacher job performance as: teacher dedication and motivation, responsible and qualified head teachers, cooperation among teachers,
parents, B.O.G and other stakeholders as well as teachers desisting from engaging in personal work (business) which interferes with teaching.

According to the Ogola (2000), many teachers are leaving the profession for alternative careers. It also identified the younger and well qualified teachers of mathematics who are able to find alternative employment with comparative ease shift to the private sector. The cause of this exodus is not merely one of salaries. Pastor and Erlandson (2001) observed that lack of recognition; promotion prospects and perceived devaluing of the profession by the society are all contributory factors. According to Kreisman (2002), if an organization does not recognize the individual's need and desire to grow, then development becomes a primary reason for resignation. Therefore motivation related factors that affect teachers ought to be acted on to enhance improved performance.

According to Wanjohi (2006), dictatorial head teachers/school administration who use dictatorship and laissez faire styles of management leads to teachers’ resentment, frustration, fear and don’t care attitude. This in turn affects negatively on their job performance. To a large extent, the administrative/leadership styles depends on the head teachers training on managerial skills. This is supported by a study by Hynemann and Loxthy (1983) in Egypt. They found out that head teachers who had attended more training courses and had longer teaching experience before becoming head teachers often had their schools getting high levels of academic achievement.

2.4 Measures to enhance Teachers’ Motivation and Performance

There are motivational strategies that guarantee quality assurance in the educational system. Carraher, et al. (2006) advocates that there should be an effective reward system to retain the
high performers in the organization and reward should be related to their productivity. In order to maximize the performance of the employees organization must make such policies and procedures and formulate such reward system under those policies and procedures which increase employee satisfaction and motivation. Hu et al. (2007) pointed that reward includes monetary (salary, bonuses) and non monetary incentives (participation in decision-making, public recognition), is a key exchange resource that employers use to support their differentiation of employees. Motivational strategies like staff training and development, promotion, salary, remuneration, working conditions, status and participatory decision making, can act as spring board towards achieving quality assurance in the educational system.

Frediksson (2004) emphasized that teacher professional development is a key guarantee of quality education. Staff training and development is one of the important motivational strategies that could be used to enhance quality assurance in the school system. Teachers in the school influence in no small way the quality of educational output and are important indicators of efficiency. Their training and level of development influences the educational outcome and quality delivery. This development and training could be acquired through teacher education in pre-service training, in-service training, on-the-Job training, workshop training. Teachers training and development stands to increase teachers intellectual and professional background; produce knowledgeable, competent and effective teachers capable of inspiring children to learn; produce academically and professionally sound and highly motivated conscientious and dynamic breed of teachers; and enhance teachers commitment to the teaching profession.

Another important thing is that motivational factors involving the motivators and hygiene factors as well influence teachers’ job retention, their level of participation in decision making and quality contributions in the school and commitment to duty. When they feel dissatisfied with
their job rewards, they will become frustrated, regularly absent from duty and may eventually quit (Okonkwo, 1997). Recent studies have shown fairly conclusively that teachers are motivated more by intrinsic than extrinsic rewards. Chege (2004) in his study on impact of motivation on teaching staff in Thika district found that the teaching professional in a school setting should be structured in such a way that teachers acquire personal fulfillment as they execute their duties.

The standard newspaper on Friday 11th may 2012 supported the point that salary plays a major role in motivation of workers to perform their job. It cited that pay has got some influence on productivity at work and that reward management has become the latest trend in improving employee performance. In his remarks in the same paper, Mr. Kassim, the chairman, institute of Human Resource Management observed, ‘workers pay is an important tool in measuring productivity. When workers earn more and the balance sheet is good, one can measure the ratio of the wage bill to the final results.” Despite the fact that there is a variation in the findings of the above researchers, there is need to establish how gender variable influences job satisfaction and performance in Kirinyaga central Sub County. In conclusion Mwangi (1999) and Githinji (1996) are of the opinion that performance is influenced by variables such as class size, school and qualifications of teachers, availability of educational facilities and well-motivated teachers among others.

2.5 Summary and Gap to be Filled

Various studies both quantitative and qualitative have been carried out on factors affecting performance in schools. They however have concentrated on factors such as provision of physical facilities, teaching–learning resources, teacher’s factors such as absenteeism and their effect on student performance in National exams without paying special attention to motivation and its influence on teacher job performance. This study therefore looked at the influence of
motivation on teacher job performance in secondary schools. It looked at how work content factors such as recognition, increased responsibility and opportunity for professional development as well as work context factors like class size, salary and quality of administration motivate and ultimately influence teacher job performance.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discussed the research design, target population, sampling method, sample size, data collection instruments and procedure as well as data processing and analysis procedures.

3.2 Research design

This study employed a descriptive survey to determine the influence of secondary school teacher motivation on job performance. This was adopted because it is the most frequently used method in data collection on people’s attitudes, opinions, habits or any of the variety of education and social issues (Orodho, 2009). These designs are also used in preliminary and exploratory studies to allow researchers gather information, summarize, present, and interpret for the purpose of clarification (Orodho, 2002).

3.2.1 Variables

This study had both the dependent and the independent variables. The independent variables which are work motivators were divided into two including: work content factors and work context factors. For this study work content factors were opportunities for professional advancement, recognition, challenging work responsibility and work interest among other things while work related context include basic needs like salary, working conditions employee relations, job leadership styles and rewards among other issues. These independent variables all affect the outcome which for this case is the performance which is the dependent variables. Dependent variables include commitment, devotion, loyalty and turn over.
3.3 Location of the Study

The study was conducted in Kirinyaga Central Sub County. This is one of the Sub Counties in Kirinyaga County Central Kenya. The economic activities of the people living in Kirinyaga Central Sub County is mainly farming in the rural areas and business in the urban areas.

3.4 Target Population

According to Kombo and Tromp (2006), population is a group of individuals, objects or items from which samples are taken for measurement. Mugenda and Mugenda (2003) argue that target population is the entire group of individuals, events or objects having common observable characteristics. The target population entailed 409 teachers (189 male and 220 female) in the 36 secondary schools (both public and private, both boys and girls schools) in Kirinyaga Central Sub County (DEO’s office). Even though there were different stakeholders involved in teacher motivation aspect within the district such as education officers, Head teachers and their deputies; all these were excluded to avoid bias of administration. Within the teacher population, there were those teachers who are males and females. Due to gender, motivation factors were perceived differently and therefore this were factored in during the actual data collection. There were also those teachers teaching in private and others in public schools. Some of these schools were mixed or single sex (boys or girls) schools.

3.5 Sampling Procedure and Sample Size

Both public secondary and private schools in the sub County were studied. The researcher then used both stratified and simple random sampling for the study. Stratified sampling was used to categorize the schools into Public and private while simple random sampling technique was used to sample teachers. The main advantage of simple random sampling technique is that it gave
equal chances for the teachers to be sampled for the study. According Gay and Airasian (2003) a sample size of between 10% and 20% of the total population is representative. Therefore from a population of 409 teachers, a sample size of 80 teachers (20.0%) was randomly selected from the total population using simple random sampling. The researcher therefore considered 20% to be representative enough for the study. Table 3.1 presents the sampling frame.

Table 3.1: Sampling Frame and Matrix

<table>
<thead>
<tr>
<th>TYPE OF SCHOOL</th>
<th>TOTAL NUMBER</th>
<th>SAMPLE SIZE OF SCHOOLS</th>
<th>TOTAL NO. OF TEACHERS</th>
<th>SAMPLE SIZE OF TEACHERS</th>
<th>TOTAL NUMBER OF RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIVATE</td>
<td>6</td>
<td>3</td>
<td>41</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>PUBLIC</td>
<td>30</td>
<td>17</td>
<td>368</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
<td>409</td>
<td>80</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

3.6 Research Instruments

The research instrument used in this study was a questionnaire. The target population was also literate hence able to read and write and therefore able to handle a questionnaire appropriately. It also allows uniformity in questions allowing for easy comparison of responses from different respondents. Questionnaires for all respondents carried the same items because they were all teachers. Questionnaires that were both open and close ended was applicable in this study in that it allows for anonymity of the respondent which is one of the ethical issues to be addressed in research work. The questionnaires were divided into three sections A, B and C. Section A carried answers to responses that focused on socio-demographic information, section B focused on extent to which satisfaction of basic needs influence job performance as laid in object one of the
study while section C focused on extent to which teacher qualification influence secondary school teacher job performance as laid in objective two of the study.

3.7 Piloting

The instruments of the study were tested in two schools which did not participate in the actual study. The piloting was to ensure clarity of the final instruments for the actual data collection. Furthermore, expert opinion from my supervisors helped to check on the content validity of the instruments. The purpose of this pre-testing was to assist in finding out any weakness that might be contained in the instruments of the study.

3.7.1 Validity of Instrument

According to Mugenda and Mugenda (2003), validity is the degree to which results obtained from the analysis of data actually represent the phenomena under study. A valid instrument should accurately measure what it is supposed to measure. After administering the instruments to the selected respondents, the data obtained should be a true reflection of the variables under study. Opinion from my supervisors was used to check on the content validity of the instruments.

3.7.2 Reliability of Instrument

Kombo and Tromp (2006) defined reliability as a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a period of time. To test reliability of the instrument test-retest technique were used. This test-retest method involved administering the same instrument twice to the same group of subjects. The second administration was done after a
time lapse of one week. The scores from both testing periods were correlated to determine their reliability using Pearson’s Product Moment Correlations Coefficient. If the coefficient is close to +1 or -1, the instrument will be said to be reliable for data collection. If the pilot study got a score of 0.8 which is considered high enough to judge the reliability of the instrument, it was to be acceptable. The two sets of questionnaires had a correlation coefficient of 0.88 for the head teacher and 0.84 for the teacher hence they were reliable.

3.8 Data collection

This was done after acquiring relevant documents and permission from the university and the ministry of education. The researcher also sought permission (Appendix) from the education offices in the district before visiting the relevant secondary schools. At the school the researcher sought permission to meet the teachers from the head teacher. Kirinyaga Sub County Education Officer was notified about the research to be carried out. Introductory letters were sent to the head teachers of the sampled schools and appointments sought for the purpose of creating rapport, confidence and removing any suspicions by assurances of confidentiality on the data that was generated. Questionnaires were given out and picked up later at an appropriate and convenient time mutually agreed upon. The researcher visited the selected schools and administered the instrument to the respondents in person then collected the filled up questionnaires.

3.9 Data Analysis Procedure

Collected data was first checked for clarity, consistency and completeness in response to questions. Responses were categorized, edited, and scored, coded and analyzed. Categorization and scoring of data was on the basis of the various independent variables and their responses.
Quantitative data was coded, assigned labels to variables categories and entered into the computer. Frequency tables, percentage, and pie charts were used to present the information. Qualitative data was organized into thematic areas for easier interpretation, common items were obtained in data collected and clustered according to research objectives so as to identify variables that depicted general concepts of the study. Inferences were made from particular data under each theme and conclusion was then drawn from the findings.

3.10 Logistical and ethical consideration

After getting research permit, booking for head teachers’ appointment for data collection was sought. For ethical consideration, participants were informed of the nature of the study and allowed to choose whether to participate or not. To safeguard the privacy of the participants, respondents were kept in a private environment away from passersby or intruders. Asking participants not to write their names on the questionnaires during the research also helped ensure anonymity. While preparing for data collection and analysis, the researcher maintained anonymity by separating information such as code numbers from the data itself. During the research, participants were requested not to write their names on the questionnaires.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction
This chapter presents the results and discussion on the influence of motivation on secondary school teacher job performance. The study assessed two specific objectives, namely; to find out the influence of motivation on secondary school teacher job performance in Kirinyaga central Sub County and to establish the type and adequacy of current secondary school teacher motivational practices in Kirinyaga Central Sub County. The data was gathered from 80 secondary schools teacher respondents using a questionnaire.

4.2 Respondents Demographic Information
The study looked at respondents’ bio data in terms of gender, age, marital status, and type of school, school category, and period of teaching, period of service in current grade, period in current station and highest professional qualification with the objective of finding out whether there were any variations in the respondents’ background and whether these had effects on their response.

4.2.1 Gender Analysis
Gender is an important variable in a given social situation in a study which is variably affected by any social, educational or economic phenomenon. In this study the genders of both teachers and students were analyzed. The respondents were asked to state their gender and Table 4.1 presents the findings.
Table 4.1 Gender of the Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>37</td>
<td>46.7</td>
</tr>
<tr>
<td>Female</td>
<td>43</td>
<td>53.8</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in Table 4.1, majority 53.8% of the respondent were female while 46.7% male. This was in line with the researcher’s expectations of sampling both male and female teachers in order to establish their opinion on influence of motivation on job performance among secondary school teachers in Kirinyaga Central Sub County, Kirinyaga County. Also due to unavoidable presence of more female teachers in Kirinyaga Central Sub County and not because of any attitudinal or skewness hence large numbers of teachers were females by gender in this study. This finding was is in line with Kimu (2012) who had observed that in terms of teachers distribution, the urban and semi urban like Kikuyu areas was more populated with female than male teachers.

4.2.2 Age of the Respondents

Age is vital in order to determine whether teachers had earned enough experience in the profession to practice motivational principles in the school. Experience work hand in hand with age. Teachers were asked to state their ages and Table 4.3 presents the findings.
Table 4.2: Age of the Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29 years</td>
<td>24</td>
<td>30.0</td>
</tr>
<tr>
<td>30-39 years</td>
<td>29</td>
<td>36.3</td>
</tr>
<tr>
<td>40-49 years</td>
<td>21</td>
<td>26.3</td>
</tr>
<tr>
<td>Above 50 Years</td>
<td>6</td>
<td>7.6</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in Table 4.2, majority 36.3% were aged between 30-39 years, 30.0% between 20-29 years, 26.3% had between 40 to 49 years while only 7.6% above 50 years old. This can be deduced that there are relatively few experienced and old teachers as those who were 40 years and above were less than 40.0% who can serve as mentors and provide professional support and leadership thus motivating teachers. At this age the teachers have gained a lot of skills in teacher management and are capable of using their expertise in using motivation as a tool to enhance teacher motivation in the school for better performance in the school activities. The teachers at this age are well ingrained in the education field in terms of masterly of the teaching/learning process. These teachers only require motivation to translate this masterly into ideal performance in school. This concurs with Bennell and Mukyanuzi (2005) on teacher motivation crisis, who found that individual teacher characteristics can adversely impact on motivation levels.

4.2.3 Marital Status

The respondents were asked to state their marital status and Figure 4.1 presents the findings.
Figure 4.1: Marital Status

Source: Author (2015)

From the above Figure 4.1, it reveals that 26 (32.5%) of the respondents were single while 54 (67.5%) were married. It was important to establish the marital status of the teachers as it could be a factor that may influence motivation to work hard and hence performance. According to Giedrius, Susanna and Vitalija (2004) Socio-demographic factors such marital status are depicted as always been one of the significant predictors of either job strain or motivation.

4.2.4 Type of School

The school types ranged from boys school, mixed gender and girls school as shown in Figure 4.2
Figure 4.2 Type of School

Source: Researcher (2015)

Analysis from the above Figure 4.2 indicates that 16 (20%) were boys schools, 50 (62.5%) were girls schools and 14 (17.5) were mixed schools. This can be interpreted that girl’s schools turned out to have the largest number while boys schools ranked second and third were the mixed schools.

4.2.5 Category of School

The respondents were asked to state the type of schools they were teaching and Table 4.3 presents the findings.
Research findings from Table 4.3, revealed that 65 of the respondents which resulted to 81.3% were from public schools while 15 of them which resulted to 18.8% were from private schools. Category of school, that is whether private or public is likely to influence motivation of teachers towards performance. A t-test of significance was assessed to determine if significant differences exist in teacher’s job performance between public and private schools. The result indicate that significant differences of teacher’s job performance in public and private schools with F=4.224, t= -4.638 and p= 0.000, p<0.05. It meant that there was a significant difference from the mean score of job performance between public school teachers and private school teaches. It was found that private school teachers had high level of performance with Mean= 4.0338 and standard deviation= 0.6000 as compared to public school teachers with Mean = 3.7790 and Standard deviation = .03800. It was also established that private school teachers had high level of motivation as compared to public schools

4.3 Influence of Satisfaction of Basic needs on Job Performance

To establish the influence of the basic needs on job performance, the respondents were asked to state whether there were price giving days in the schools. The students were asked to state whether their schools had a prize giving day and Figure 4.3 presents the findings.

Table 4.3: Category of School

<table>
<thead>
<tr>
<th>Category of School</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School</td>
<td>65</td>
<td>81.3</td>
</tr>
<tr>
<td>Private</td>
<td>15</td>
<td>18.8</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>
As shown in Figure 4.3 above, it was established that 65.0% had prize giving day in the schools while 35.0% did not have prize giving days. For the schools that had prize giving days, 75.0% had it very often that it they had it every term particularly during closing.

In terms of reward mechanism Figure 4.4 presents the findings.
As shown in Figure 4.4, the study established that 60.0% of the schools only rewarded students, 10.0% rewarded teachers only and 30.0% rewarded both teachers and students. Through qualitative analysis, the study established that prize giving as a motivating factor had impact on the performance of the students but not teachers. Teachers informed this study that they can only be motivated by the provision of their basic needs in terms of emoluments but not prize giving. This was confirmed by the correlation between performance and prize giving where there was a strong correlation coefficient $r$ of 0.860 and $p$ of 0.000 between prize giving and teachers’ performance as shown in Table 4.4.
Table 4.4: Correlation between Prize Giving and Performance

<table>
<thead>
<tr>
<th></th>
<th>Performance</th>
<th>Prize Giving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>Pearson</td>
<td>.860(***)</td>
</tr>
<tr>
<td></td>
<td>Correlation</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Prize Giving</td>
<td>Pearson</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>.860(***)</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>37</td>
<td>37</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).

This concurs with Mwinami (2013) that teacher who is not motivated may not have that inner drive to work extra hard. Carraher et al (2006) advocates that there should be an effective reward system to retain the high performers in the organization in order to maximize the performance of the employees. Organization must make such policies and procedures and formulate such reward system under those policies and procedures which increase employee satisfaction and motivation.

Majority 80.0% of respondents gave opinion that teachers are supposed to be rewarded and their efforts appreciated in a good manner as that motivates them to work even harder to deliver. They also suggested that rewarding should be done after a main exam has been done together with the performers of co-curriculum activities. It’s also pointed out that majority of the school supervisors had poor relations with the teachers since some use students to spy teachers and in the later leading to punishments by the relevant panels. They further argued that in this case teachers cannot work comfortably hence their performance is affected in the latter. This study confirms Chege (2004) on his study on impact of motivation on teaching staff in Thika District.
He established that teachers who are rewarded through better remuneration and recognition perform better than those who are not motivated.

4.4 Influence of Teacher Qualification on Performance

The respondents were asked to state the extent to which they agreed that professional qualification had influence on teacher performance and Table 4.4 presents the findings.

Table 4.4: Influence of Qualification on Job Performance

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>56</td>
<td>70</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>15.0</td>
</tr>
<tr>
<td>Not Sure</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>7</td>
<td>8.75</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>6.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the findings in Table 4.4 reveal that 85.0% of the respondents agreed to the fact that professional qualification had an influence on teacher performance. This finding concurs with Somerset (1966) in his arguments that teacher’s qualification was a key factor in influencing performance. This also agrees with Michieka et al., (1994), whose idea was that poor teacher professional qualification leads to poor performance in schools.
4.4.1 Professional Qualification

Professional qualifications were stated to determine whether teachers had the right qualifications to impart motivation in schools. Teachers were asked to state their academic qualifications as indicated in Table 4.5 below.

**Table 4.5: Teachers’ Professional Qualification**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Untrained Teachers</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>55</td>
<td>68.8</td>
</tr>
<tr>
<td>Diploma</td>
<td>20</td>
<td>25.0</td>
</tr>
<tr>
<td>Post graduate Diploma</td>
<td>3</td>
<td>3.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From table 4.5 above, 68.8% of the respondents had degree holders in Bachelor in Education, 25% had diploma in education, 3.8% had postgraduate diploma in education and 2.5% of the respondents were untrained teachers. As most of respondents were bachelor degree holders therefore school managements should concentrate on these employees for better outcomes which could only be possible through work motivation and employee engagement as found by Michieka et al., (1994) in their investigation on causes of poor performance in Kisii and Nyamira Districts.

4.4.2 Preferred Subjects

To establish the influence of teacher qualification on their motivation toward performance, teachers were asked to state the extent to which they agreed with the aspect of teaching the preferred subject that is Subject-Specific Motivation and Table 4.6 presents the findings.
Table 4.6: Preferred Subjects

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>45</td>
<td>56.5</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>18.5</td>
</tr>
<tr>
<td>Not Sure</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>8</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

As presented in Table 4.6, it was evident that majority of the respondents (56.5%) strongly agreed that they taught their preferred subjects based on their qualification which had an influence on their performance followed by 18.5% who agreed and 25.0% disagreed while 2.5% were not sure.

4.4.3 Years of Experience

The teachers were asked to state the number of years they have been teaching and the results are shown on Table 4.7
Table 4.7: Years of Experience

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5 years</td>
<td>26</td>
<td>32.5</td>
</tr>
<tr>
<td>5-9 years</td>
<td>20</td>
<td>25.0</td>
</tr>
<tr>
<td>10-14 years</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>15-19 Years</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>20 Years and Above</td>
<td>14</td>
<td>17.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From Table 4.7, it was noted that 32.5% of the respondents had a teaching experience of between 0-5 years, 25% had an experience of between 5-9 years, and 12.5% had both between 10-14 years and 15-19 years of teaching experience and lastly the teachers with more than 20 years teaching experience resulted to 17.5% of the total respondents. This can be interpreted that majority of the teachers 67.5% had over 5 years teaching experience and therefore had enough teaching experience to teach and handle students for maximum performance. This is a critical period for the teachers to be in need of motivation for them to give their full participation in school activities. The teachers at this age are quite energetic at motivation can act as a catalyst to catapult them into more participation and performance in their work. This confirms Nagy and Davis (1985) who found teachers with more experience tends to be more motivated and satisfied than the youth who are less experienced. Esther and Marjon (2008) also observed that teachers’ ratings of the academic assessment significantly related to teacher motivation based on prior learning and teaching experiences and teachers’ motivations based on teaching as a fallback career.
4.4.5 Analysis of average number of students per class

To further establish the influence of teacher qualification on teacher job performance, an analysis of average number of students per class was done and Table 4.8 presents the findings.

**Table 4.8: Number of Students per Class**

<table>
<thead>
<tr>
<th>Number of student/Class</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 20 students</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21-30 Students</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>31-40 Students</td>
<td>20</td>
<td>25.0</td>
</tr>
<tr>
<td>41-50 Students</td>
<td>39</td>
<td>48.7</td>
</tr>
<tr>
<td>Above 51 Students</td>
<td>7</td>
<td>8.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Research findings from Table 4.8 shows that majority of teachers, (48.7%) had classes with a range of between 41-50 students while a small number of respondents (5%) of below twenty students. Twelve point five (12.5%) of the total respondents had a range of between 20-30 students, twenty five (25.0%) respondents had a range of 31-40 students and lastly 7 respondents (8.8%) had above 51 students in their classes. A larger class may mean that a teacher cannot deliver good results compared to a class with fewer students which may influence performance.

4.5 Mitigation Measures that may Enhance Teachers’ Motivation

In view of the teachers opinion on the strategic measures to be taken to enhance both job motivation and performance, 80.0% of the teachers call for improvement of working condition, good opportunities for carrier advancement, salary increment and provision of allowances. While
15% of the teachers are care free of the working conditions, but welcomes a good salary scale as obtainable in other professions.

The teachers also indicated that, government and other private sectors should contribute towards teachers’ motivation by providing the basic necessities of work and ensure good working environment.

Effective communication to staff and students would go a long way in increasing their efficiency and effectiveness, since it will help them to be clear about what, how and when to perform. Another important way to motivate workers is to mount an adequate training and re-training scheme. In this age of technological advancement, workers need to update themselves from time to time in order to acquaint themselves with the changes that are taking place, therefore, long and short-term training programmes are required for workers if they are to be happy.

The teachers also suggested that adequate and priority attention must be given to their welfare, for sustainability and development of the educational system. For productivity, efficiency, effectiveness, quality delivery and quality outcomes in the educational system which will guarantee quality assurance; their motivational needs counts.

A teacher suggested that teachers need adequate educational policies and administration in terms of reasonable payment and fringe benefits commensurate with the job they do for them to be able to satisfy their basic needs in life such as food, clothing, health-care, etc. When teachers’ needs are satisfied, it promotes their psychological well-being and enables optimal functioning and performance.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains summary, conclusion and recommendation of the study on influence of motivation to secondary school teacher’s job performance in Kirinyaga Central Sub County.

5.2 Summary

The study looked at respondents’ bio data in terms of gender, age, marital status, and type of school, school category, and period of teaching, period of service in current grade, period in current station and highest professional qualification with the objective of finding out whether there were any variations in the respondents’ background and whether these had effects on their response.

In terms of influence of basic needs, teachers informed this study that they can only be motivated by the provision of their basic needs in terms of emoluments but not prize giving. This was confirmed by the correlation between performance and prize giving where there was a strong correlation coefficient r of 0.860 and p of 0.000 between prize giving and teachers’ performance. Majority (80.0%) of respondents gave opinion that teachers are supposed to be rewarded and their efforts appreciated in a good manner as that motivates them to work even harder to deliver. They also suggested that rewarding should be done after a main exam has been done together with the performers of co-curriculum activities. It’s also pointed out that majority of the school supervisors had poor relations with the teachers since some use students to spy teachers and in the later leading to punishments by the relevant panels. They further argued that in this case teachers cannot work comfortably hence their performance is affected in the latter.
Majority (85.0%) agreed that teacher’s qualification was a key factor in influencing performance as poor teacher professional qualification leads to poor performance in schools. Due to the fact that most of respondents were bachelor degree holders, school managements should concentrate on these employees for better outcomes which could only be possible through work motivation and employee engagement. It was also evident that majority of the respondents strongly agreed that they taught their preferred subjects based on their qualification which had an influence on their performance. Teachers’ ratings of the academic assessment significantly related to teacher motivation based on prior learning and teaching experiences and teachers’ motivations based on teaching as a fallback career.

In view of the teachers opinion on the strategic measures to be taken to enhance both job motivation and performance, (80.0%) called for improvement of working condition, good opportunities for carrier advancement, salary increment and provision of allowances. The teachers also indicated that, government and other private sectors should contribute towards teachers’ motivation by providing the basic necessities of work and ensure good working environment. Effective communication to staff and students would go a long way in increasing their efficiency and effectiveness, since it will help them to be clear about what, how and when to perform. Another important way to motivate workers is to mount an adequate training and re-training scheme. In this age of technological advancement, workers need to update themselves from time to time in order to acquaint themselves with the changes that are taking place, therefore, long and short-term training programmes are required for workers if they are to be happy.
5.3 Conclusion

From the study it’s very clear that motivation influenced secondary school teacher job performance in Kirinyaga Central Sub County.

i. Teachers have gained a lot of skills in teacher management and are capable of using their expertise in using motivation as a tool to enhance teacher motivation in the school for better performance in the school activities. The study established a significant difference of job performance between public school teachers and private school teachers. It was found that private school teachers had high level of performance as compared to public school teachers. It was also established that private school teachers had high level of motivation as compared to public schools. Reward factors influenced teacher’s performance as it has resulted from the findings. The study established that most schools only rewarded students and prize giving was a motivating factor that had impact on the performance of the students but not teachers.

ii. The established that professional qualifications determined teachers’ performance and the teachers who had the right qualifications imparted motivation in schools. Teachers were only motivated by the provision of their basic needs in terms of emoluments but not prize giving. This was confirmed by the correlation between performance and prize giving where there was a strong positive correlation coefficient between prize giving and teachers’ performance. There should be an effective reward system to retain the high performers in the organization in order to maximize the performance of the employees. Organization must make such policies and procedures and formulate such reward system under those policies and procedures which increase employee satisfaction and motivation.
iii. Teachers are therefore supposed to be rewarded and their efforts appreciated in a good manner as that motivates them to work even harder to deliver. It was also noted that basic need satisfaction had an impact on secondary school teacher performance as this always made them uncomfortable because they lacked basics which are very essential for their survival. It was also noted that teaching experience, workloads, teaching preferred subjects; seminar/workshop attending affected the teacher performance. Extra big workloads and less teaching experience negatively affected the performance of teachers. Teachers’ motivation or empowerment should be at the forefront of government policies in order to enhance quality education and attain the goals and objectives of education. Without efficient and effective teachers in the education industry, qualitative learning outcomes cannot be achieved. That is why they should be motivated properly in order to enhance quality in the educational system.

5.4 Recommendations

5.4.1 Policy Recommendations

Based on the study findings, the following recommendations were made:

i. To enhance both job motivation and performance, there is a need for improvement of working condition, good opportunities for carrier advancement, salary increment and provision of allowances.

ii. Government and other private sectors should contribute towards teachers’ motivation by providing the basic necessities of work and ensure good working environment.

iii. The importance of staff training, retraining and development must be noted and strengthened. Its programmes must be of high quality; relevant to the teaching learning instructions and built around teachers” needs and educational needs.
iv. Effective communication to staff and students would go a long way in increasing their efficiency and effectiveness, since it will help them to be clear about what, how and when to perform. A

v. To motivate teachers is to mount an adequate training and re-training scheme. In this age of technological advancement, workers need to update themselves from time to time in order to acquaint themselves with the changes that are taking place, therefore, long and short-term training programmes are required for workers if they are to be happy.

vi. Adequate and priority attention must be given to their welfare, for sustainability and development of the educational system. For productivity, efficiency, effectiveness, quality delivery and quality outcomes in the educational system which will guarantee quality assurance; their motivational needs counts.

vii. There is a need for adequate educational policies and administration in terms of reasonable payment and fringe benefits commensurate with the job they do for them to be able to satisfy their basic needs in life such as food, clothing, health-care, etc. When teachers’ needs are satisfied, it promotes their psychological well-being and enables optimal functioning and performance.

5.4.2 Recommendations for Further Research

Finally, other researchers and scholars to further the study by identifying and researching on other factors apart from basic needs, professional qualification and motivation factors which may be affecting secondary school teacher job performance in other areas apart from Kirinyaga Central Sub County.
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APPENDIX I

QUESTIONNAIRE FOR TEACHERS

GENERAL INSTRUCTIONS

1. Kindly fill the following questions to the best of your knowledge. Please tick the appropriate bracket where provided.

2. All your responses will be treated as confidential, and will be used for research purposes only.

SECTION A

1. Indicate the type of school Public [ ] Private [ ]

2. Indicate your school category

   Boys [ ] Girls [ ] Mixed [ ]

3. Gender: male [ ] female [ ]

4. Age bracket in years

   20-29 [ ] 30-39 [ ] 40-49 [ ] above 50 [ ]

5. Marital status

   Single [ ] married [ ] divorced/separated [ ] widowed [ ]

6. For how long have you taught?

   0-4years [ ] 5-9years [ ] 10-14years [ ] 15-19years [ ] 20years and over [ ]

7. For how long have you served in your current grade?

   0-4years [ ] 4-9years [ ] 10-14years [ ] 15-19years [ ] 20years and over [ ]
8. For how long have you been in your current station?

0-4years [ ]  4-9years [ ]  10-14years [ ]  15-19years [ ]  20years and over [ ]

9. Which of the following grades indicates your highest professional qualification?

a). Untrained graduate [ ]

b) Graduate with B.Ed [ ]

c) Diploma in Education [ ]

d) Post-graduate diploma in Education [ ]

e) Others (specify) ____________________________________________

SECTION B

1. What is your workload per week?

10-19lessons [ ]  20-29lessons [ ]  30-39lessons [ ]  40 and over [ ]

2. What is the average number of students per class?

___________________________________________________________________________

3(i).Do you teach the subjects that you prefer most?

Yes [ ]  No [ ]

ii) If No, give reason

___________________________________________________________________________

4. Do you ever have prize giving day in you school?

Yes [ ]  No [ ]

5. If Yes how often?

Rarely [ ]  Often [ ]  Very often [ ]  Always [ ]
6. Who is rewarded during such occasions?

Students [ ]       teachers [ ]          students and teachers [ ]          other (specify) 

7. Are you ever rewarded?

Yes [ ]                No   [ ]

8. What is used to determine how you are rewarded?

Money available [ ]      Student exam results [ ]      teacher performance [ ]

other (specify)______________________________

9. Who determines how you are rewarded?

B.O.G [ ]      P.T.A [ ]      Head teacher [ ]     other (specify) _____________

10. Have you ever been recognized/rewarded at the Division/District level for your work?

Yes [ ]              No [ ]

11. If yes how often?

Rarely [ ]    Often [ ]    Very often [ ]     Always [ ]

12 (i).Have you attended a seminar, course, or workshop this year?

Yes [ ]            No [ ]

(ii) If yes, list down the seminars, courses or workshops attended in the table below.

<table>
<thead>
<tr>
<th>Seminar/Workshop/Course</th>
<th>Duration</th>
<th>Date</th>
<th>Outcome-eg promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
13. How would you rate what is done to motivate teachers in your school?

Very inadequate [ ]  Inadequate [ ]  Adequate [ ]  Very adequate [ ]

14. What specifically demoralizes you and other staff in your school? Please state.

________________________________________________________________________

15. How would you rate teacher motivation in your school?

Very poor [ ]  Poor [ ]  Good [ ]  Very good [ ]

16. How important is motivation in teacher job performance?

Not important [ ]  Not sure [ ]  Important [ ]  Very important [ ]

16. What is done in your school that makes you feel motivated? _______________

________________________________________________________________________

________________________________________________________________________

17. In your opinion, what can be done to improve motivation of teachers in your school?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

18. Do you think motivation influences your performance?

1=strongly disagree  2=Disagree  3=Not sure  4=Agree  5=strongly agree

19. Do you think basic needs satisfaction influence job performance?

1=strongly disagree  2=Disagree  3=Not sure  4=Agree  5=strongly agree
### SECTION C

For each of the statements, tick (✓) the number which best describes your opinion/feeling.

Key: 1=strongly disagree  2=Disagree  3=Not sure  4=Agree  5=strongly agree

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You should resign, change job or seek transfer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>You continuously learn and develop your skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>You have opportunity for making worthwhile contributions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>You have a say in decision making pertaining your job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>You volunteer to do a task somebody else is supposed to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Duty is delegated to you as a way of gaining experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>In your duties you receive some recognition for personal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>accomplishment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>A decision is taken only after consultation with staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>You can quit your position if an opportunity arise elsewhere</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Your social relations do hinder your performance</td>
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<td>11</td>
<td>Working conditions hinders your performance</td>
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<tr>
<td>12</td>
<td>Compensation received as salary is inadequate</td>
<td></td>
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</tr>
<tr>
<td>13</td>
<td>Supervision affects your performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Cooperation among teachers hinders your performance</td>
<td></td>
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<tr>
<td>15</td>
<td>You may receive an award or recognition at the next prize giving day.</td>
<td></td>
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</tr>
</tbody>
</table>

Thank you
APPENDIX II: UNIVERSITY RESEARCH AUTHORIZATION LETTER

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: ES5/CE/22807/10
DATE: 15th November, 2014

The Principal Secretary,
Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION RONE MUTUA MUSILI— REG. NO. ES5/CE/22807/10

I write to introduce Mr. Rone Mutua Musili who is a Postgraduate Student of this University. He is registered for M.ED degree programme in the Department of Education Management, Policy and Curriculum Studies.

Mr. Musili intends to conduct research for an M.ED. Proposal entitled, “The Influence of Motivation on Job Performance among Secondary School Teachers in Kirinyaga Central District, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX III: NACOSTI RESEARCH AUTHORIZATION LETTER

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.

NACOSTI/P/15/6907/5584

Ron Musili
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 job performance among secondary school teachers in Kirinyaga Central District, Kenya” I am pleased to inform you that you have been authorized to undertake research in Kirinyaga County for a period ending 31st August, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Kirinyaga 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. M. K. RUGUTT, PH.D. HISC.
DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kirinyaga County.

The County Director of Education
Kirinyaga County.

APPENDIX IV: RESEARCH PERMIT

THIS IS TO CERTIFY THAT MR. RONE MUTUA MUSILI of KENYATTA UNIVERSITY, 0-10300 KERUGOYA, has been permitted to conduct research in Kirinyaga County on the topic: INFLUENCE OF MOTIVATION ON JOB PERFORMANCE AMONG SECONDARY SCHOOL TEACHERS IN KIRINYAGA CENTRAL DISTRICT, KENYA, for the period ending: 31st August, 2019.

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.